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QUICK START

MS-DOS

- Start the computer using DOS 2.1 (Tandy 2.11.24) or higher.
- Insert the program disk in drive A (label side up).
- At the A>, type setup and press <Enter>. Indicate the type of display adapter and the type of speech apparatus your computer has. Insert the speech disk when prompted.

Do not attempt to install the MS-DOS version to a hard disk using DOS copy commands. Use the procedure on pages 16–17 only.

MACINTOSH

- Start the computer using system 6.0.7 or higher.
- Insert the Spell It Plus program disk into the drive.
- Double-click the *Spell It Plus* program icon and follow the prompts.

APPLE

- Insert the program disk in drive 1 (label side up).
- Turn on the computer and follow the screen prompts.

Sign In

- Enter your name. Press <Return> or click **OK**.
- Use the mouse or keyboard arrows to select the correct month. Press <Return>.
- Select the day and year in the same way.

Select a Level and a Word List to Study

Mouse

• Point and click the Level menu; drag and release to select. Select a word list from the Words menu in the same way.

Keyboard

- Press < Esc > to access the menu bar.
- Use

 to access the Level menu and

 to select a level. Press < Return>.
 Select a word list from the Words menu in the same way.

Select an Activity

Mouse

• Click an activity icon (picture) on the Main screen.

Keyboard

• Use → to select (highlight) an icon; press <Return>.

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- Integrity cannot be compromised.

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WELCOME TO SPELL IT PLUS!

This program is designed to help students of all ages develop and improve spelling skills. Spell It Plus emphasizes a whole language approach to learning. Spelling words are grouped according to shared characteristics; they are never presented in isolation. As students move through the program, they read spelling words used in context sentences, they see the words broken into syllables, they unscramble the words, they complete words with missing letters, and they recognize words correctly and incorrectly spelled. They also have the capability of creating their own spelling lists and writing their own context sentences.



Pull-down menus put all of the *Spell It Plus* options and features at your fingertips. You'll access each of *Spell It Plus's* five activities through colorful icons. Engaging graphics and certificates of excellence encourage and reward students as they successfully master new words.

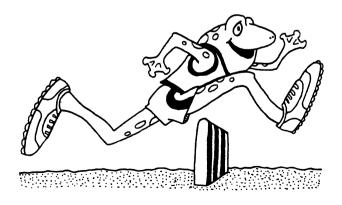
Spell It Plus contains 1000 of the most commonly misspelled words grouped into lists of 20 words, with spelling rules and patterns as appropriate. These

words can be mastered using five different learning activities which allow students to encounter each spelling word about a dozen times in a variety of interesting ways. Students using *Spell It Plus* learn through intensive interaction.

An easy-to-use editor allows students to enter their own spelling words for use with all five *Spell It Plus* activities. (Special character fonts are available for entering Spanish, French, and German words.) Parents and teachers can track student progress with the Record Keeper.

To learn about *Spell It Plus's* learning activities and educational benefits, read the Overview section which follows.

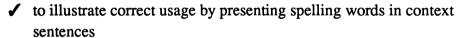
- The Overview of activities and features begins on page 3.
- How to Use the MS-DOS Version begins on page 15.
- How to Use the Macintosh Version begins on page 29.
- How to Use the Apple Version begins on page 47.



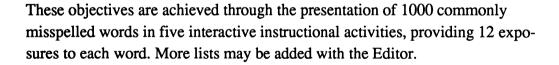
SPELL IT PLUS OVERVIEW

The educational objectives of Spell It Plus are:

- ✓ to facilitate the teaching of spelling in the whole language classroom
- ✓ to provide an individualized study method for learning to spell words each student misspells
- ✓ to familiarize students with spelling rules and patterns
- ✓ to help students understand the use of suffixes and prefixes with root words
- ✓ to help students recognize how words are divided into syllables



- ✓ to help students distinguish between correct and incorrect spellings
- ✓ to help students acquire proofreading and editing skills
- ✓ to help students develop long-term recall of spelling
- ✓ to help students acquire keyboarding skills.



In designing *Spell It Plus*, we sought feedback from teachers, parents, and students who had worked with our earlier award-winning *Spell It*. While *Spell It Plus* contains the benefits of the original program, its educational value is substantially enhanced with newly designed activities and new features such as pull-down menus, record keeping, a certificate, foreign language fonts, and a much improved Editor. Students can use the Editor to enter their own personal lists. These lists can be used with all activities.

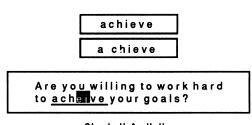


Activity 1 - Study It

In the Study It activity, the spelling word lists are presented in context sentences, with a spelling rule if one is appropriate. The activity offers three options to allow students several opportunities for familiarizing themselves with the words.

See Word

When the student selects See Word, the spelling rule will be displayed first. Following the rule will be the spelling word, the word divided into syllables, and a sentence using the word in context. The student studies the word and types it into the sentence provided. With the first keystroke, the reference word disappears, so the student must type the word from memory. If the word is entered incorrectly, it will remain on the screen with incorrect letters highlighted. The correct spelling will reappear for comparison and the student will try again. Each word must be correctly spelled before the next word is presented.



Study It Activity

Finish Word

When the student chooses Finish Word, the spelling word is displayed at the top of the screen, followed by a sentence with the word missing. The student will type the missing word into the sentence and press <Return>. The word will be presented again – this time with some letters missing. The student will again type the word in the sentence and press <Return>. More letters continue to disappear and the student correctly re-enters the word (3–5 times).

Words are displayed with significant clusters of letters removed; thus students confront the problem areas of each word. Clusters removed include vowel

4 • Overview

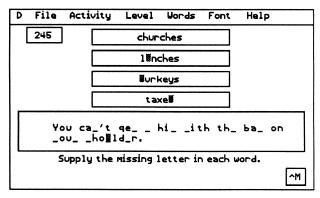
clusters (such as *ee*, *ea*, *ie*, *oa*) and consonant clusters (such as *sh*, *ch*, *bb*, *tt*). Any student mistakes will be highlighted for reference. Each spelling word will be typed three or four times in succession during this activity. Multiple exposures to the words in context sentences are highly successful in building mastery.

Flash Word

In the Flash Word option, the spelling word flashes briefly on the screen and the student types it into the context sentence. The student may use arrows (MS-DOS and Apple) or click (Macintosh) to adjust the flash speed on the speed bar at the bottom of the display screen. If the student makes three spelling errors in a row, the flash speed is automatically adjusted to give the student more time to look at the word.

Activity 2 - Decode It

In the Decode It activity, students get more practice spelling the list words as they complete a mystery message at the bottom of the screen. Four list words are presented at a time, each with a letter missing. Missing letters are indicated by a gray shaded box. A corresponding gray shaded box appears in the mystery message below. As the student fills in the missing letters to complete the words, the letters are also entered into the mystery message below.



Decode It Activity - MS-DOS Version

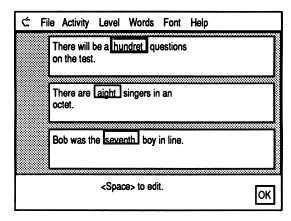
If the student knows the missing message, he or she can go to the bottom of the screen and enter it. If the message is correctly entered, the student will earn bonus points. As the mystery message is gradually revealed, students will be curious about it. Inferencing skills are developed in this activity as students try to complete the mystery message early.

Activity 3 - Correct It

The Correct It activity provides a realistic editing and proofreading situation. All of the words appear in context sentences. Students have an opportunity to edit text for misspelled words and to correct those errors. Two options are available, Edit and Search and Edit.

Edit

Three sentences appear on the screen with the list words boxed. The list words may or may not be correctly spelled. The student selects a word that needs correcting and presses **Space**> to zoom into an edit box. The student edits the word so that it is correctly spelled, then presses **Return**> to return it to the sentence. When the words in all the boxes are correct, the student presses **Return**>.

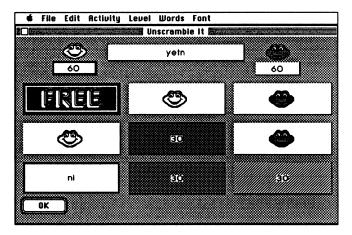


Correct It Activity - Apple Version

Search and Edit

In this option, the potentially misspelled words are not boxed and identified for the student. The student reads through all three sentences on screen to find any errors. When misspelled words are recognized, they are selected and edited as in the Edit option. If the student selects a word that doesn't need correcting, he or she will get a message that the word is correctly spelled.

Activity 4 - Unscramble It



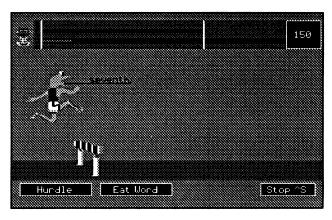
Unscramble It Activity - Macintosh Version

The Unscramble It activity is a spelling version of an old favorite – tic tac toe. Scrambled list words are hidden behind a grid on the screen. Players choose a box to uncover; then they unscramble a word. The *Spell It Plus* program looks for *list words only* as correct answers. (Note: Type letters in lowercase; Caps Lock should be off.) For example, the letters *ydari* could be unscrambled to read *dairy* or *diary*. The correct answer is the word appearing on the current word list. If students unscramble three words in a row, they earn bonus points. Unscramble It can be played with one or two students. Help is available at any time. Students can choose to see the rule, the complete word list, or the first letter of the word they are trying to unscramble.

Activity 5 - Spell It

In this game, students are challenged to make judgments and react quickly using the information learned in previous activities. The frog runs around the track, jumping hurdles as he goes. Students help him identify incorrect or correct words (depending upon the option chosen) and direct him when to jump higher to get them. There are three levels of play.

Level 1 is the easiest level of play. The frog hurdles automatically, and students press <Return> to direct the frog to jump high and "eat" the selected word as it appears. Pressing P (MS-DOS and Apple) or clicking Pause (Macintosh) will freeze the screen to give a student more time to consider a word. Pressing P (MS-DOS and Apple) or clicking Pause (Macintosh) again will allow the game action to resume.



Spell It Activity - MS-DOS Version

Level 2 requires the student to press <Space> to make the frog jump over each hurdle. There is a penalty for knocking down a hurdle. Pressing <Return> makes the frog jump and "eat" the selected word. In the Macintosh version, you may click Zap instead.

Level 3 is similar to Level 2, but the game action is faster for extra excitement. Higher point totals are possible.

Custom data files created with the *Spell It Plus* Editor can be used for personalized game play.

Scoring

At the end of each activity, a scoreboard will appear to give information about the file, the activity chosen, and the score.

Study It

The student receives a percentage score.

Decode It

The student gets 10 points for each word correctly completed on the first try, and five points for a word completed on a retry. Solving the mystery message early will earn a varying number of points, depending on how many blanks were remaining when the student solved the message.

Correct It

The student receives a percentage score.

Unscramble It

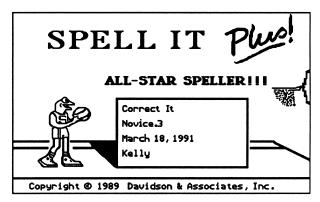
The student earns 30 points for a word unscrambled on the first try, 20 points for the second try, and 10 points for the third try. Fifty points are given for each tic tac toe bonus.

Spell It

At Level 1, the student earns 25 points for each correctly chosen word, at Level 2, 50 points per word, and Level 3, 75. Points are deducted if the frog knocks over a hurdle.

Certificate

An All-Star Speller Certificate is offered to those who score 100% on Correct It, Decode It, or Flash Word.



Certificate

Record Keeping

The Record Keeping feature makes it possible to save a student's scores and keep a cumulative record. Records may be printed or viewed on-screen to help parents and teachers evaluate progress. A disk must be specially formatted to hold student records. (Refer to the computer-specific sections of the manual for instructions: MS-DOS – pg. 20, Mac – pg. 33, and Apple – pg. 51.) When Record Keeping is activated, the student will be asked to insert the records disk at the end of each activity so that the score may be saved.

Options

Sound, speech, and graphic reinforcements may be switched on or off. Select **Graphics**, **Speech**, or **Sound** from the Activity menu. A \checkmark in front of the

word signifies that the feature is on. During Study It, to change from See Word to Finish Word or Flash Word, select **Options** from the Activity menu.

Help

Help is always available while the student is using the program. Selecting Help will give the student information about keystrokes necessary for using the current activity. Students may see the entire current word list by selecting Word, or see the rule for the current list by selecting Rule. (If this menu item is gray, it means that there is no rule for the current word list.) During Unscramble It, students may see the first letter of the unscram-



bled word by selecting Clue from the Help menu. In the Macintosh version, select Get Clue from the Activity menu.

Printing

Students may print scoreboards, records, and lists of words mastered and words missed in order to track their progress. Certificates of Excellence may be printed for outstanding work in some activities. Through the *Spell It Plus* Editor, teachers or students may print out flash cards or word search puzzles, using word lists entered using the Editor or using original *Spell It Plus* files. Entire data files (which include the word, syllables, sentence and three misspellings) may also be printed out for reference.

Junior Data

Junior data files are provided for students in grades 1–3. Complete directions for using the Junior data files may be found on pages 19–20 for MS-DOS, page 33 for Macintosh, and page 51 for Apple.

Editor

The Spell It Plus Editor is a valuable teaching tool which greatly expands the range of the program. With the Editor, students can create their own personal spelling lists to use with all five activities in Spell It Plus. (Complete instructions on using the Editor may be found starting on page 21 for MS-DOS, page 35 for Mac, and page 53 for Apple.) A complete entry in the Spell It Plus Editor includes a word, syllables, context sentence and three misspellings. You may wish to enter just part of this information. Following is a list of the material needed for each activity:

- ✓ Study It requires a spelling word, syllables (optional), and a context sentence.
- ✓ Decode It requires just the spelling word.
- ✓ Correct It requires a word, a context sentence, and the three misspellings.
- ✓ Unscramble It requires just the spelling word.
- ✓ Spell It requires the word and misspellings.

Spanish, French, and German

Fonts with accents and special characters are available for entering Spanish, French, and German words.

Teaching Tips

The five activities in *Spell It Plus* are arranged in a natural learning progression. Ideally students should concentrate on one file at a time, working through all five activities in order. A typical student might spend 20 or 30 minutes on a given file, and in that time would have about a dozen opportunities to interact with each list word correctly spelled.

Here are some specific suggestions for classroom activities related to *Spell It Plus*:

- ✓ Choose words from current literature that is being studied. Make *Spell It Plus* data files using these words. Have students write summaries of the literature using the chosen spelling words.
- ✓ It is easy for students to use the Editor to enter weekly spelling lists. With this step, the learning has already begun. Then the whole class can practice their spelling words with all the Spell It Plus activities.
- ✓ Encourage cooperative learning by having students work in pairs or small groups on the Decode It and Unscramble It activities.
- ✓ Involve the whole class in the Decode It and Unscramble It activities by displaying them on a large TV monitor.
- ✓ Conduct classroom spelling bees with weekly or monthly word lists.

 All of the *Spell It Plus* word lists can be found in the Appendix.
- ✓ Post All-Star Speller certificates earned by students on classroom bulletin boards.
- ✓ Print out lists of words mastered and words missed for study away from the computer.

- ✓ Print out flash cards for study away from the computer. Students can work singly or in pairs with flash cards, which have the spelling word on one side and the context sentence (with blank) on the other side.
- ✓ Use the foreign language fonts to create special data files for bilingual classes or foreign language classes.
- ✓ Print out a word search puzzle for any of the *Spell It Plus* files or any custom files you have created.
- ✓ Encourage students to use several of the spelling words in their list to create a story. Identify any misspelled words in this story and put them in a personal *Spell It Plus* data file for the student.
- ✓ Have students find misspellings in newspapers, menus, and business signs. They might also notice errors involving possessives and plurals.
- ✓ Have students use their editing skills to make corrections in stories written by their classmates. Peer editing and tutoring are generally highly effective.
- ✓ Use the mystery messages in the Decode It activity as a basis for class or small group discussion. The mystery messages were chosen to be thought-provoking. Any of them could also be used as a story starter. Activities like this take students very naturally into developing higher-order thinking skills.

You'll find many other ways to incorporate *Spell It Plus* into the class-room or into home learning activities. You'll find it a highly effective tool with the flexibility to teach spelling to a variety of students with different skill levels and learning abilities.

HOW TO USE THE MS-DOS VERSION

(Do not install on a hard disk using DOS copy commands. See page 16.)

System Requirements

- ✓ 512K, 1 or 2 disk drives, monitor
- ✓ VGA, EGA, MCGA, CGA, or Hercules display adapter
- ✓ DOS 2.1 (Tandy 2.11.24) or higher
- ✓ printer, mouse, joystick (optional)

The quality of the speech is dependent on the hardware used for its transmission. If the quality is not adequate or the volume insufficient, you may need to add headphones or a speech accessory to your computer. Speech accessories include Echo PC+, MC, and 1000 from Street Electronics; Hearsay 100, 500, and 1000 from Hearsay; Speech Thing from Covox; IBM Speech Adapter from IBM.

Before You Begin

Before you use the program or install it on a hard disk, you must indicate the type of graphics adapter and/or speech apparatus your computer has.

- Start your computer using DOS 2.1 or higher. (If you start from a hard disk, type a: to get an A>.)
- Insert the Spell It Plus program disk in drive A.
- At the A>, type setup and press <Enter>. Insert the speech disk when asked.
- From the list on the screen, enter the number that corresponds to the type of display adapter in your computer (EGA, VGA, MCGA, CGA, or Hercules).
- Indicate the type of speech apparatus your computer has.

Starting the Program From a Floppy Drive

To start the program from a floppy drive:

- Start your computer using DOS 2.1 or higher.
- At the A>, type spell to start the program. You'll be asked to insert the speech disk unless you've chosen no speech in Setup.

Sign In

- Enter your name (up to 15 characters) in the box. Click OK or press
- Select the month by clicking the arrows on the screen or using ← or →
 on the keyboard; click OK or press <Enter>.
- Select the day and year in the same way.

Select a Level, a Word List, and an Activity

- From the Level menu, select one of the five difficulty levels.
- From the Words menu, select one of the numbered lists of words.
- Each picture (icon) on the Main screen represents a learning activity.
 Select one.

Hard Disk Instructions

Follow these directions to copy *Spell It Plus* program and data files to your hard disk:

- Start the hard disk (drive C) as usual.
- Put the Spell It Plus disk in drive A.
- At the prompt, type a: and press <Enter>. You must log on to the drive that the program disk is in. If it's in drive B, type b:.
- At the prompt, type **hdinstal c:\spell** and press <Enter>. You may install to a hard drive of another name or to a subdirectory within an existing directory (e.g., **hdinstal d:\educ\spell**).

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To remove the program from your hard disk, follow the instructions above, but substitute **uninstal** for **hdinstal**. (Do *not* use DOS commands to remove the files.)

You may create subdirectories within **spell** in which to store custom data or records.

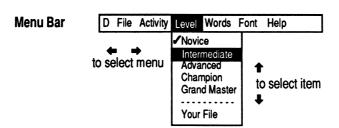
- At the prompt, type md c:\spell\newdata.
- At the prompt, type md c:\spell\records.

To run Spell It Plus from your hard disk:

- Start your computer from the hard disk.
- At the prompt, type **cd spell** and press <Enter>. (This will access the **spell** subdirectory from the directory to which you installed.)
- At the prompt, type **spell** and press <Enter>.

Moving Around in the Program

The Davidson Student Desktop Interface allows quick and easy movement within the program with mouse or keyboard. Menu titles are located on the menu bar at the top of the Main screen. If a menu item is grayed, you cannot currently select it. Some items are available only from the Main screen or during certain activities. For a complete description of Main screen menu items, see page 26.



Selecting a Menu Item Using the Keyboard

Press <Esc> to access (or leave) the menu bar. Press → or ← to get to
the menu you wish. Use ♣ or ♠ to highlight a menu item. Press
<Enter> to select it.

Selecting a Menu Item Using a Mouse

Point to a menu title and click; the menu will drop down automatically. Hold down the button and drag to highlight the item you wish. Release the button to select the item.

Using Accelerator Keys

Some menu items are followed by a ^ and a letter (^S). These represent keyboard shortcuts.

• Press the **<Ctrl>** key and the letter key at the same time.

Making Other Choices Using the Keyboard

- On the Main screen, use arrow keys to move the highlighted border to the activity icon of your choice. Press <Enter>, or select **Start** from the Activity menu.
- When options or choices on the screen are outlined or boxed, use
 Tab> to move the highlighted border to the option of your choice, then press <Enter>.
- When input is required in more than one place on a screen (as in Setup or in the Editor), use **<Tab>** to move the cursor. When input is complete, press **<Enter>**.

Making Other Choices Using a Mouse

- On the Main screen, each activity is represented by an icon or picture. Point and click to select an activity.
- When options or choices on the screen are outlined or boxed, point and click the box of your choice.

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• When input is required in more than one place on a screen, (as in Setup or in the Editor), point and click to move the cursor. When all input is complete, click the **OK** box.

Printing

Before using any of the print options in Spell It Plus:

- Select Setup from the File menu on the Main screen.
- In the box, indicate the type of printer you are using.

Note: You need not enter a pathname for Records Data or Custom Data at this time. See Record Keeping and Editor for complete instructions if you choose to use these features.

When you have entered the necessary information,

- Select **Save** to save all of this information on the disk. (It can be changed later.)
- Select Use if you want to keep this information in memory only and not on the disk.
- Select Cancel to escape from the Setup dialog box.

Using the Junior Data Files

- Select Setup from the Main screen's File menu.
- If you installed *Spell It Plus* to a hard disk, type **c:\spell\junior** in the Custom Data Pathname box.
- If you are using 3.5" disks, enter the program's drive name and the subdirectory **junior** in the Custom Data Pathname box (for example, a:\junior or b:\junior).

- If you are using 5.25" disks, enter the drive for the Junior Data Disk in the Custom Data Pathname box (e.g., b:\).
- Select Your Data from the Main screen's Level menu.

Using Record Keeping

If you are not saving records on a hard drive, format a blank disk on which to store them.

- Start your computer using the DOS disk.
- With the DOS disk in drive A and a blank disk in drive B, at the A>, type format b:.

Now start the *Spell It Plus* program and sign in. To tell the program where to find the records disk you have prepared,

- Select **Setup** from the File menu on the Main screen.
- In the Records Data Pathname box, enter the full pathname (a: or b:, or wherever your records disk is).

Turn on the Record Keeping feature.

- Select **Record Keeping** from the File menu. (A ✓ in front of the item on the menu indicates the feature is on.)
- Insert your records disk. A file selector box will appear.
- Your name will appear in the box. (It is limited to eight characters and an extension.) Change it if you wish, then select Open to create your new file on the records disk.

You may print out a student record file.

- Select Setup from the Main screen's File menu. Make sure that printer and pathname information is correct.
- Select Print Record from the Main screen's File menu.

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- When the file selector box appears, select the file you wish to print.
- Select Open. The selected file will be printed.

Using the Editor

First, prepare a disk on which to save your new data.

- Start your computer using the DOS disk.
- With the DOS disk in drive A and a blank disk in drive B, at the A>, type format b:.

Start the program, sign in, then tell the program where to find your newly formatted data disk.

- Select Setup from the File menu on the Main screen.
- In the Custom Data Pathname box, type the pathname or the drive where you will put the custom data disk.
- Select Save to save this information on the disk.

Now you are ready to access the Editor.

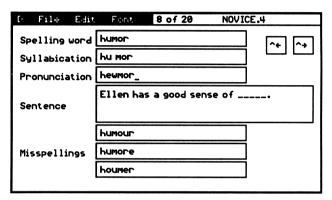
- Select Editor from the File menu on the Main screen.
- When the Editor is loaded, select New from the File menu.
- Enter the name of your new file (max. = 8 characters + a 3-character extension, e.g., David.dat or spelling.101). Click OK or press <Enter>.
- Insert your custom data disk. Select OK.

Entering a Rule

- Select Rule from the File menu if you wish to enter a rule to go with your new word list. Space it on the lines just as you wish it to appear on the screen. (On a rule screen, use <Space> and <Delete> or ← and → to move the cursor on a line; press <Tab> to move the cursor from box to box.)
- Click or press <Ctrl> → to move to the first word screen.

Entering Words

- Enter the first word (max. = 14 characters). Press ♣.
- Enter the word with a space between each syllable (max. = 19 characters and spaces). Press ♣.
- Enter a sentence with a blank for the word. (Press < Ctrl>F to make the blank automatically.) Press •.
- Enter three misspellings of the word.



Editor Screen

On a word screen, use keyboard ← and → to move the cursor within a box; use keyboard ↑ and ↓ to move the cursor from box to box. (Mouse: point and click.)

Click or press <Ctrl>→ to move to the next word screen.

Click or press < Ctrl> ← to move to the previous word screen.

- Press < Ctrl>P to hear the word. If you wish to adjust the pronunciation, alter the spelling of the word on the Pronunciation line; then press < Ctrl>P again to check the new pronunciation. Some ways to alter the pronunciation are:
 - Put spaces between the syllables to alter the stress pattern of the syllables.

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- Try a different vowel or combination of vowels to see how this affects the pronunciation.
- Try *uh* or an *o* or an *a* to achieve a neutral vowel sound in an unstressed syllable (the schwa).
- Select Add from the Edit menu to enter the next word.
- Select Save from the File menu when you are all finished.
- Select Close to close the file.

Important Tips for Using the Editor

To avoid problems when using your custom data file with the *Spell It Plus* program, be sure you:

- Type words with all lowercase letters or words with only initial caps.
- Enter information in all seven boxes on the Editor screen.
- When making the blank for the sentence, use <Ctrl>F or select Fill from the Edit menu. (Do not use the underline key.)
- Type each spelling word and the misspellings carefully; do not enter a space in front of a word or a misspelling.
- Save your file when your last word entry is still showing on the Editor screen. (Do not move to a new, blank screen before saving.)

Foreign Language Fonts

To enter Spanish, French, or German words, select the font from the Editor's Font menu after the word screen appears. The special characters will appear at the bottom of the screen and remain there for reference as you type in your word list.

Type these characters by pressing <Ctrl> and a function key at the same time. For example, to type a Spanish letter n with a tilde (\sim), press <Ctrl>F6.

Editor Printing Options

Before attempting to print, select **Setup** from the Main screen's File menu; make sure the correct information has been entered. Make sure your printer is turned on.

- Access the Editor.
- Open the file you wish to print. You may use original or custom files. Printing will begin with the word that is visible on the screen and will go to the end of the file.
- From the Editor's File menu:
 Select Print to print out the entire data file.
 Select Print Cards to print flash cards.
 Select Puzzle to print a word search puzzle.

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¾ TARUNC JAGYWCKBMU
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allowed already	cruelty different	exercise further	naturally opposite
bargain	disease	immense	phase
boundary	divine	magazine	response
certainly	easily	medicine	source

Leaving the Editor

- To return to the program, select Spell It + from the Editor's File menu.
- To exit the entire program, select Quit from the Editor's File menu.

Using Your New File With Spell It Plus

- Select Your File from the Main screen's Level menu.
- Insert the custom data disk and select the name of the file you created.

 Note: With each data file exists a second file containing adjusted pronunciations. This second file has an s at the end of the filename.

 Select the filename without the s to use with the program.
- Select a special font from the Font menu if your file contains Spanish, French, or German words.
- Select the Spell It Plus activity of your choice.

Troubleshooting

If a menu item is fuzzy or "grayed,"

This means the menu item is not available at this time.

If the hard disk installation terminates before its completion on your MS-DOS computer,

Make sure the program disk is not write protected, that there is adequate space for the program on your hard disk, and that you have typed in the command completely.

If your computer has a Sound Blaster card,

Although Spell It Plus does not technically support the Sound Blaster card, the

following procedure should allow you to hear the program's speech through the Sound Blaster card.

- At the hard disk prompt, type cd\sb to move to the subdirectory where your Sound Blaster software is located.
- Type sbtalk. This will activate the Sound Blaster driver that came with your card. Now start *Spell it Plus* as directed in the manual.

Main Screen Menus

D Menu

About Spell It Plus

About Spell It Plus – brief description of program, publisher, copyright, authors

File Menu

New Student
Record Keeping
See Record
Print Record
-----Setup
Editor
Ouit

New Student – change student without restarting program

Record Keeping – turn on or off
See Record – view student scores
Print Record – print out scores

Setup – enter printer and pathname information

Editor – access to create new files Quit – exit the entire program

Activity Menu

Start
Stop
----Sound
Speech
Graphics
Options

Start – begin selected activity Stop – escape from an activity Sound – turn on or off

Speech – turn on or off
Graphics – turn on or off

Options – change options within an activity

Level Menu

Novice -

Intermediate – [difficulty Advanced – levels]

Champion -

Grand Master -

Your File – use a custom file

Words Menu

List 1
List 2
List 3
List 4
List 5
List 6
List 7
List 8
List 9
List 10

List 1

to
List 10 – lists of words within

each difficulty level

Font Menu

USA.Std Spanish French German USA.Std – English Spanish – [fonts with

French – special
German – characters]

Help Menu

How to Rule Words Clue How to – activity instructions Rule – review spelling rule

Words – see entire word list

Clue - get first letter of scrambled word

Editor Menus

File Menu

New Open Original	^ N
Open Custom	^0
Close	^ C
Save	^ S
Print Print Cards Print Puzzle	^ P
Spell It + Quit	^ X ^ Q

New – start a new file
Open Original – open a SI+ file
Open Custom – open a file you made
Close – close a file
Save – save the data to the disk
Print – print out the file
Print Cards – print words and sentences
Print Puzzle – word search puzzle
Spell It + – return to program

Edit Menu

Insert Delete Add Word Sort	^ I ^ D ^ A ^ W
Fill	^F
Rule	^R
Pronounce	^P

Insert – insert a word in the list

Delete – delete a word from the list

Add – enter the next word

Word – go to a specific list word

Sort – alphabetize words in file

Fill – create a blank in sentence

Rule – add a rule for the list

Pronounce – say the entry word

Quit – exit the entire program

Font Menu

USA.Std Spanish French German USA.Std – English
Spanish – [fonts with
French – special
German – characters]

HOW TO USE THE MACINTOSH VERSION

System Requirements

To use Spell It Plus, you will need:

- ✓ a Mac Plus, SE, or Classic with 1 megabyte of memory to run monochrome graphics; or a Mac LC, IIsi, II, IICi, IICX, or IIFX with 2 megabytes to run color graphics
- ✓ System 6.0.7 or higher
- ✓ hard drive required for speech

If your Macintosh SE/30 or Macintosh II computer is equipped with a 4-bit color video card and color QuickDraw capable of showing 16 colors or more, set the monitor to 16 colors or more (through the Control Panel). *Spell It Plus* will run in full color.

Installing and Running the Program on a Hard Disk

To install Spell It Plus on your hard disk:

- Start the computer from the hard disk.
- Create a new folder on your hard disk and name it "Spell It Plus."
- Insert the *Spell It Plus* program disk. Open the program disk by double-clicking on the disk icon. Drag the *Spell It Plus* program icon to the new folder on your hard disk.
- Eject the program disk.
- Insert the *Spell It Plus* data disk. Open the data disk by double-clicking on the disk icon.
- Drag the two data folders to the new folder on your hard disk.
- · Eject the data disk.
- Insert the **Editor** and **Speech** disk. Open the Editor and Speech disk by double-clicking on the disk icon.

- Drag each of the seven files to the new folder on your hard disk.
- Eject the Editor and Speech disk.

To run Spell It Plus from your hard disk:

- Start your computer from the hard disk.
- Double-click the Spell It Plus folder.
- Double click the Spell It Plus icon.

To remove the program from your hard disk:

• Drag the *Spell It Plus* folder to the trash icon. This will erase the folder, program, and all data files.

Starting the Program From a Floppy Drive

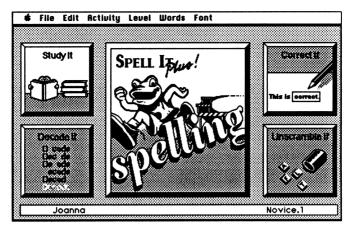
To start the Spell It Plus program:

- Start the computer with System 6.0.7 or higher.
- Eject the system start-up disk and insert the Spell It Plus program disk.
- Double-click the Spell It Plus disk icon.
- Double-click the program icon.
- Sign in and press <Return>.
- Eject the Spell It Plus program disk and insert the Spell It Plus data disk.
- Click an activity from the Main screen.

Moving Around in the Program

Main Screen

The Main screen consists of five activity icons (pictures). Click an icon to start an activity. From the Main screen, you can also select a word list, turn Record Keeping on or off, and turn Graphics, Sound, and Speech on or off.



Main Screen

Features of the Macintosh such as the mouse, menu bar, scroll bar, and keyboard alternatives are briefly explained here and in the Help menu. For additional help, please refer to your Macintosh tutorial disk or the manual that came with your Macintosh computer.

Mouse Terms

Click — Press the mouse button and release.

Double-click — Press the mouse button two times in succession.

Click and hold — Press and hold the mouse button down.

Click and drag — Press and hold the mouse button. While holding the mouse button down, drag the mouse to highlight text or to move special characters. Release the mouse button when you arrive at the desired location.

Menu Bar

A menu bar is located at the top of the screen. To select a menu item, click on the menu bar, drag through the menu to the item, and release the mouse. If a menu item is dimmed or grayed, it is not accessible at that time. A \(\sigma \) in front of the item on the menu indicates that the feature is on. Selecting the item again will turn it off.

Scroll Bar

The scroll bar is a rectangular bar along the right or bottom of the window. Clicking or dragging in the scroll bar changes the view of the document. This is sometimes necessary as the screen does not always show the entire document.

Keyboard Alternatives

Some menu items are followed by \Re and a letter (e.g., \Re E). To use, press \Re and the indicated letter key at the same time.

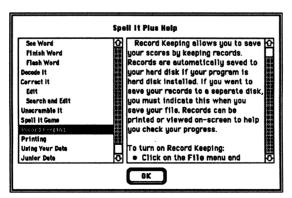
In the activities and dialog boxes, pressing <Return> is an alternative to clicking an **OK** or **Continue** button.

The <Delete> key can be used to erase a letter or a word during an activity.

Help

To receive on-screen Help while in an activity:

• Select **Help** from the $\stackrel{\checkmark}{\subset}$ menu.



Help Screen

 On the left side of the screen, click the topic that you want to know more about.

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- On the right side of the screen, click the down arrow on the scroll bar to view all of the Help text.
- Click **OK** to close Help.

Using the Junior Data Files

To access the Junior data files containing words for lower grade levels:

- Select Junior Words from the Level menu.
- Select the file you wish to use from the standard file dialog box that appears.
- Use your chosen Junior data file with any Spell It Plus activity.

Using Record Keeping

Records may be viewed on-screen or printed out to help students and teachers evaluate progress and prescribe further practice. The scores are automatically saved to your Spell It Plus disk or to your hard disk if your program has been hard disk installed. If you want to save your records to a separate disk, you must indicate this when you save your file.

To turn on Record Keeping:

- Select **Record Keeping** from the **File** menu. A \checkmark in front of the item on the menu indicates that the feature is on. Selecting the item again will turn it off.
- Select Create a new record file or Open an existing record file; click OK. A file requester box containing your sign-in name will appear.
- To create a new record enter the name of your file and click Save.
- To save a score to an existing record file, choose the record file you want and click Open.

To save a record to a hard disk:

- When the standard file dialog box appears, double-click the folder on your hard disk, where you would like your record saved.
- Select Save. (You may enter another name for your record file before you save.)
- Select an activity. Your score will be saved automatically at the end of the activity.

To save a record to a floppy disk:

- When the standard file dialog box appears, click **Eject** to remove your program disk.
- Insert a newly formatted and titled disk. The contents of your disk will be displayed.
- Select Save. (You may enter another name for your record file before you save.)
- Select an activity. Your score will be saved automatically at the end of the activity.

To view a record:

- Select View Records from the File menu.
- Click Drive to go to the floppy disk or your hard disk where your records are located.
- Double-click the folder where your records are located.
- Double-click the name of the record file you want to open.

To print records:

- Select **Print Records** from the File menu.
- Click **Drive** to go to the floppy disk or folder on your hard disk where your records are located.
- Double-click the folder where your records are located.
- Double-click the name of the record file you wish to print.

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- Indicate the number of copies you want.
- Click Print.

Printing

To print a word list:

- Select a word list from the Level and Words menus.
- Select Print Word List from the File menu.

To print flash cards:

- Select a word list from the Level and Words menus.
- Select Print Flash Cards from the File menu.

To print a word search puzzle:

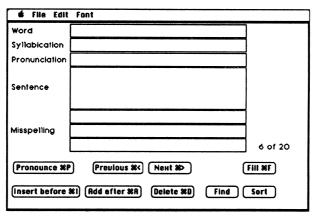
- Select a word list from the Level and Words menus.
- Select Print Puzzle from the File menu. See page 41 for a sample word search puzzle.

Using the Editor

To access the Editor, select Go to Spell It Plus Editor from the File menu. You may also access the Editor directly from the desktop by double-clicking the Editor icon in your Spell It Plus folder.

To create a new file:

Select New from the File menu. A blank Editor screen will appear.



Editor Screen

Entering a Rule

- Click **OK** or **Cancel** to move to the first word screen.

Entering Words

- Using the keyboard, type in the new data. Point and click with the
 mouse to move the cursor from box to box or to move the cursor
 within a screen.
- Enter the first word (maximum of 15 characters) on the Word line.
- Enter the word with spaces between the syllables on the Syllabication line.
- Enter a sentence with a blank for the word. Click the Fill button on the screen or press **%** F to make the blank appear automatically.
- Enter three incorrect choices as distractors for the Correct It and Spell It activities.

- Press **%** P to hear the word. If you wish to adjust the pronunciation. alter the spelling of the word on the Pronunciation line; then press **%** P again to check the new pronunciation. Some ways to alter the pronunciation are:
 - Put spaces between the syllables to alter the stress pattern of the syllables.
 - Try a different vowel or combination of vowels to see how this affects the pronunciation.
 - Try uh or an o or an a to achieve a neutral vowel sound in an unstressed syllable (the schwa).
- Click Add after or press \(\mathbb{R} \) A to enter the next word.
- Select Save from the File menu when you are all finished.
- Select Close from the File menu. Note: You must close the file you are working on before you can enter words into a new file or open another existing file.

Important Tips for Using the Editor

To avoid problems when using your custom data file with the Spell It Plus program, be sure you:

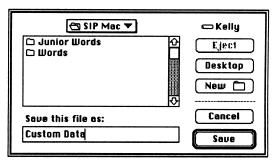
- Type words with all lowercase letters or words with only initial caps.
- Enter information in all seven boxes on the Editor screen.
- When making the blank for the sentence, use **<Ctrl>F** or select Fill from the Edit menu. (Do not use the underline key.)
- Type each spelling word and the misspellings carefully; do not enter a space in front of a word or a misspelling.
- Save your file when your last word entry is still showing on the Editor screen. (Do not move to a new, blank screen before saving.)

Saving Your Custom Files

You may save your custom data files to a separate floppy disk, a hard disk, or your Spell It Plus Editor disk.

To save a file to the Spell It Plus Editor disk:

• Select Save from the File menu. A standard file dialog box will appear.



Save Standard File Dialog Box

- Type in the name of the file.
- Click Save. Your custom data files will automatically be saved to your *Spell It Plus* Editor disk. Note: If the file has not been completed, an error message will appear advising you to fill in all of the necessary information. An incomplete file will cause problems if used with some of the *Spell It Plus* activities.

To save your custom data to your hard disk:

- Select Save from the File menu.
- Type in the name of the file.
- Click **Drive**. Select a folder if you wish.
- Click **Save**. Custom files will automatically be saved to a file on your hard disk.

To save your custom data to a floppy disk:

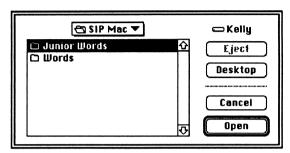
- Select Save from the File menu.
- Type in the name of the file.
- Insert a formatted disk on which to save your custom data files. The contents of your disk will be displayed. Click Save.

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Opening an Existing File

Any file that you have created can be opened and edited. To open a file:

- Select Open from the File menu.
- Double-click the drive and folder where your custom file is located.
- Select the name of the file you want to open.



Open Standard File Dialog Box

- Click Open to open the file.
- Find the word screen you wish to change. Click the **Find** button on-screen. Enter the word you want to find. Click OK.
- Click Next to move to the next screen or Previous to move to the previous word screen.

Editing a File

After you have opened a file you may change the text, delete the screen, or add a word to the file. You have several editing options.

To insert a new screen:

- Find the word before which the new word is to be inserted.
- Click the **Insert before** button or press **# I** to insert a screen.
- Enter information on the new screen.
- Click Next to move to the next word screen.
- Click **Previous** to move to the previous word screen.

To delete a screen:

- Find the word screen to be deleted.
- Click the **Delete** button. The screen will disappear.

To sort the words in a file alphabetically:

• Click the **Sort** button. Words will be sorted automatically.

The Macintosh editing options Cut, Copy, Paste, and Clear are available from the Edit menu when you are creating or editing your custom files.

To copy a portion of the text:

- Highlight the portion of the text you want to copy.
- Choose Copy from the Edit menu.
- Click the place on the screen where you want the text to appear.
- Choose **Paste** from the Edit menu. The selected text will appear where you have placed your cursor.

To cut a portion of the text:

- Highlight the portion of the text you want to cut or delete.
- Choose Cut from the Edit menu. The highlighted text will disappear from the screen. It will go to the clipboard and can then be pasted into your file.

To clear a portion of the text:

- Highlight the portion of the text that you want to clear.
- Choose Clear from the Edit menu. The highlighted text will disappear from the screen.

Using Foreign Language Fonts

You can create new files in Spanish, French, or German by using the foreign language fonts provided in the program. To enter Spanish, French, or German words:

- Select a word screen.
- Select Spanish, French, or German from the Font menu.

The special characters will appear at the side of the screen and remain there for reference as you type in your word list. To insert special characters:

Click the font buttons as you need them.

Editor Printing Options

With the *Spell It Plus* Editor you have several printing options. You can print out your custom data files. You can also print a copy of the word search puzzle or the flash cards.

To print a custom data file:

- Open the file you wish to print.
- Select **Print** from the File menu.
- Type in the number of copies desired and click **Print**.

To print flash cards for any data file:

- Open the file you wish to print.
- Select Print Flash Cards from the File menu.
- Type in the number of copies you wish to print and click **Print**.

The puzzle includes a word list for student reference. To print a word search puzzle for any data file:

• Open the file you wish to print.

- Select **Print Puzzle** from the File menu.
- Type in the number of copies you wish to print and click **Print**.

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DXSHNRNRENICIDEM
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 EPPT LEUMUDIBUIN
 AOGUFRU FINANS
 SSCRUELTYEDEL
    AOGOHSIAARY
   YLPENNYSZLRLCE
 YELVNIOIEPSMYY
 CYEYAPNALLOWEDDE
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 GTREECRUOSTOPLWO
 TARUNC JAG YWC K B M U
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exercise further immense magazine medicine naturally opposite phase response source

Leaving the Editor

- If you wish to return to the program, select **Go to Spell It Plus** from the File menu.
- If you wish to exit the entire program, select Quit from the File menu.

Using Your New File With Spell It Plus

- Select Your Words from the Main screen's Level menu.
- Double-click the drive and folder where your custom data file is located.
- Select the name of the file you want to open. Click **Open**.

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- Select a special font from the Font menu if your file contains Spanish, French, or German words.
- Select the Spell It Plus activity of your choice.

Troubleshooting

You cannot run the program with speech turned on. You get the screen message "The speech file MINST can not be found. I will continue with speech turned off."

If you are running the program from a floppy disk, install the program to your hard disk (see page 29). If you are running the program from the hard disk, check the Spell It Plus folder and make sure there are a total of ten items. If there are fewer than ten, reinstall the program by dragging the contents of all three diskettes to the Spell It Plus folder.

You cannot print.

Check to make sure your printer is turned on, the paper is not jammed, and the cables are not loose.

The program will not read your records disk.

The disk name currently being read is displayed in a box at the top of the screen. Select Drive in the standard file dialog box to read a disk in another drive.

You cannot save a record. You get the screen message "There was an error writing to the records file. Record not saved."

If you are saving records to a hard disk, your hard disk may be full. If you are saving to the program disk, the program disk is full. Create a separate records disk on which to save the records.

You have sound problems and/or the program crashes or hangs.

You are using a black-and-white computer with less than 1 megabyte of memory or a color computer with less than 2 megabytes of memory, or your system disk has not been updated to System 6.0.7.

Note: Spell It Plus may have problems with certain INIT/cdevs, such as some of the screen savers. If problems occur, disable or remove your INIT/cdevs, one at a time, until the problem is reconciled.

Main Screen Menus



About Spell It P	lus
Help	%?
Desk Accessories	here

About *Spell It Plus* – about the authors Help – on-screen help

File

New Student	36N
Close	₩W
Record Keeping	
View Records	
Print Records	
Print Word List	
Print Flash Cards	•••
Print Puzzle	
Go to Spell It Plus Editor	% E
Ouit	₩ Q

New Student – change to a new student

Close – close activity

Record Keeping - turn on or off

View Records - view student scores

Print Records – print scores

Print Word List – print out a word list

Print Flash Cards – print flash cards with words and sentences

Print Puzzle - print a word search puzzle

Go to Spell It Plus Editor – access to create new files

Quit – exit the program

Activity

Get Clue Show Words Show Rule	%G %S %R
✓Sound Speech ✓Graphics	
Options	*0

Get Clue – get the first letter of a scrambled word

Show Words – see entire word list Show Rule – review spelling rule

Sound – turn on or off Speech – turn on or off Graphics – turn on or off

Options – change options within an activity

Level

✓Novice	
Intermediat	e
Advanced	
Champion	
Grand Maste	er
1	
Junior Word	
Your Words	₩Y

Novice -

Intermediate – [difficulty Advanced – levels]

Champion – Grand Master – Junior Words –

Your Words - use a custom file

Words

√List 1
List 2
List 3
List 4
List 5
List 6
List 7
List 8
List 9
List 10

List 1

to

List 10 – lists of words within each difficulty level

Font

✓USA standard Spanish French German USA standard – English
Spanish – [fonts with
French – special
German – characters]

Editor Menus

File Menu

New	₩N
Open	%0
Close	₩ Ш
Sane	% \$
Save As	
Define Rule	₩R
Print	••••••
Print Flash Cards	
Print Puzzle	
FIIIIC FUZZIE	
Go to Spell It Plus	9€F
Quit	₩Q

New – start a new file

Open – open a custom data file

Close – close a file

Save – save a file to the disk

Save As – save a file under a new name

Define Rule – add a rule to the list

Print – print out the file

Print Flash Cards – print words and sen-

tences on flash cards

Print Puzzle - print a word search puzzle

Go to Spell It Plus – return to the program

Quit – exit program

Edit Menu

Undo	₩Z
Cut	%C %H
Copy Paste	æ≀ ₩U
Clear	

Undo – reverse the last action

Cut - remove item to the clipboard

Copy – duplicate an item (in memory)

Paste – paste cut or copied data

Clear – cancel

Font Menu



USA standard - English

Spanish – [fonts with

French – special

German - characters]

HOW TO USE THE APPLE VERSION

System Requirements

To use Spell It Plus on an Apple computer, you need:

- ✓ an Apple IIGS, IIc+, IIc, or IIe computer (128K)
- one or two disk drives
- ✓ monitor (color or monochrome)
- ✓ printer, joystick (optional)

Starting the Program

Sign In

- Insert the Spell It Plus program disk, label side up, into drive 1.
- Turn on the computer.
- Enter your name (up to 15 characters) in the box. Click OK with the mouse or press <Return>.
- Select the month by clicking the arrows on the screen or using ← or →
 on the keyboard; then click OK or press <Return>.
- Select the day and year in the same way.

Select a Level

Pull down the Level menu and select a difficulty level. (See the illustration on page 48.)

Select a Word List

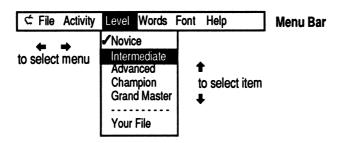
 Pull down the Words menu and select the list of words you wish to study.

Select an Activity

• Select one of the five icons (pictures) on the Main screen. Each icon represents a learning activity: Study It, Decode It, Correct It, Unscramble It, or Spell It. A complete description of each *Spell It Plus* activity begins on page 4.

Moving Around in the Program

The Davidson Student Desktop Interface allows quick and easy movement between the parts of the program whether you are using a mouse or the keyboard. Menus are located on the menu bar at the top of the Main screen. If a menu item is "grayed," you cannot currently select it. Some items are available only from the Main screen and some are available only during certain activities. For a complete description of Main screen menu items, see page 57.



Selecting a Menu Item Using the Keyboard

Press <Esc> to access (or leave) the menu bar. Press → or ← to get to
the menu you wish. Use ↓ or ↑ to highlight a menu item. Press
<Return> to select it.

Selecting a Menu Item Using a Mouse

• Point to a menu title and click; the menu will drop down automatically. Hold down the mouse button and drag the pointer downward to highlight the item you wish. Release the button to select the item.

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Using Accelerator Keys

Some menu items are followed by an \nsubseteq and a letter (\nsubseteq S). These represent keyboard shortcuts. To select an item:

• Press the 🕻 key and the letter key at the same time.

Making Other Choices Using the Keyboard

- On the Main screen, use keyboard arrow keys to move the highlighted border to the activity icon of your choice. Press <Return>, or select **Start** from the Activity menu.
- When options or choices on the screen are outlined or boxed, use
 Tab> to move the highlighted border to the option of your choice, then press <Return>.
- When input is required in more than one place on the screen (as in Setup or in the Editor), use <**Tab>** to move the cursor. Enter the necessary information. Press <Return> when all input is complete.

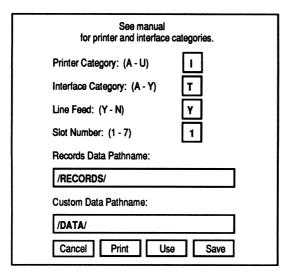
Making Other Choices Using a Mouse

- On the Main screen, point and click to select an activity. Each activity is represented by an icon or picture.
- When options or choices on the screen are outlined or boxed, point and click the box of your choice.
- When input is required in more than one place on a screen (as in Setup), point and click to move the cursor. When all input is complete, click the OK box.

Printing

If you plan to use any of the print options (Scoreboard, Certificate, Words Mastered and Words Missed) at the end of a *Spell It Plus* activity, you must first enter printer and interface information in Setup.

• Select **Setup** from the File menu on the Main screen. The Setup box will appear.



Apple Setup Screen

Printer Category: (A–U)

- Refer to the list of printers on page 60 to find the category of the printer you are using.
- Enter the appropriate letter in the first box. (Press < Tab > or point and click to move the cursor to the next box.)

Interface Category: (A-Y)

- Find the category for the interface card your printer uses. See page 61.
- Enter its letter in the second box.

Line Feed: (Y-N)

• Enter Y (Yes) for Line Feed. (Later, you may print a sample certificate to see if this choice is correct for your printer. If there is a blank line between each line of graphics, change the Yes to No.)

Slot Number: (1–7)

Enter the slot number for your printer card (usually 1).

Note: You need not enter a pathname for Records Data or Custom Data at this time. See Record Keeping and Editor for complete instructions if you choose to use these features.

When you have entered all the necessary information,

- Select Save to save all of this information on the disk. (It can be changed later.)
- Select Use if you want to keep this information in memory only and not on the disk.
- Select Cancel to escape from the Setup dialog box.

Using the Junior Data Files

- Select Setup from the Main screen's File menu.
- In the Custom Data Pathname box, type /JUNIOR/ and press <Return>.
- Select Your Data from the Level menu.

Using Record Keeping

Prepare a disk on which to save student records.

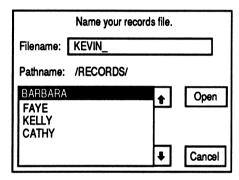
Use your System Utilities disk to format a blank disk with ProDOS. Name the volume (disk) RECORDS.

Now start the *Spell It Plus* program and sign in. Tell the program where to find the records disk you have prepared.

- Select Setup from the File menu on the Main screen.
- In the Records Data Pathname box, type /RECORDS/.

Turn on the Record Keeping feature.

- Select Record Keeping from the File menu. (A ✓ in front of an item on the menu indicates the feature is on.)
- Insert your records disk. A file selector box will appear.



Record Keeping File Selector Box

Your sign-in name will appear in the box. Correct or change it if you
wish, then select Open to name and establish your new file on the
records disk.

You may print out a student record file.

- Select Setup from the Main screen's File menu. Make sure the correct information for Printer, Interface, Line Feed, Slot Number, and Records Data Pathname have been entered. Refer to pages 50–51.
- Select Print Record from the Main screen's File menu.
- When the file selector box appears, select the file you wish to print.
- Select Open. The selected file will be printed.

Using the Editor

First, prepare a disk on which to save your new data.

• Use your System Utilities disk to format a blank disk with ProDOS. Name the volume (disk) NEWDATA or ANYNAME.

Start the program, sign in, then tell the program where to find your formatted data disk.

- Select Setup from the File menu on the Main screen.
- In the Custom Data Pathname box, type /NEWDATA/ or whatever you named your custom data disk.
- Select Save to save this information on the disk.

Now you are ready to access the Editor.

- Select **Editor** from the File menu on the Main screen.
- When the Editor's menu bar appears, select New from the File menu.
- Enter the name of your new file (letters and numbers only; begin with a letter). Click OK or press <Return>.
- Insert your custom data disk. Select OK.

Entering a Rule

- Select Rule from the File menu if you wish to enter a rule to go with your new word list. Space it on the lines just as you wish it to appear on the screen. (On a rule screen, use <Space> and <Delete> or ← and → to move the cursor on a line; press <Tab> to move the cursor from box to box.)
- Click or press ← to move to the first word screen.

⊄ File Edit	Font 1 of 1 phil.dat
Spelling word	basketball +¢ ¢+
Syllabication	bas ket ball
Sentence	Eric scored more than twenty-four points in last week's game.
	baskeball
Misspellings	basketbell
	ba_

Editor

Entering Words

- Enter the first word (max. 14 characters). Press ♣.
- On the Syllabication line, enter the word with a space between the syllables (max. 19 characters and spaces). Press ♣.
- Enter a sentence with a blank for the word. (Press ← F to make the blank automatically.) Press ♣.
- Enter three misspellings of the word.
- Select Add from the Edit menu to enter the next word.
- Select Save from the File menu when you are all finished.
- Select Close to close the file.

On a word screen, use keyboard ← and → to move the cursor within a box; use keyboard ↑ and ↓ to move the cursor from box to box. (Mouse – point and click.)

Click or press 🌣 → to move to the next word screen.

Click or press 🖒 ← to move to the previous screen.

Foreign Language Fonts

To enter Spanish, French, or German words, select the font from the Editor's Font menu after the Editor's word screen appears. The special characters

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available in the font you select will appear at the bottom of the Editor's word screen and remain there for reference as you type in your word list.

These special characters are typed by pressing $\overset{\leftarrow}{C}$ and a number key at the same time. For example, to type a Spanish letter n with a tilde (\sim) over it, press $\overset{\leftarrow}{C}$ 6.

Editor Printing Options

You can make a printout consisting of all the words, syllables, sentences and misspellings in any original *Spell It Plus* data file or any custom word list you have created using the Editor. You may also print flash cards or a word search puzzle using the list of words. Before attempting to print, select **Setup** from the Main screen's File menu and make sure the correct information has been entered.

Make sure your printer is turned on.

- Access the Editor.
- Open the file you wish to print. You may use original or custom files. Printing will begin with the word that is visible on the screen and will go to the end of the file.
- From the Editor's File menu:

Select Print to print out the entire data file.

Select Print Cards to print flash cards.

Select Puzzle to print a word search puzzle. See the next page for an illustration.

allowed already bargain boundary certainly cruelty different disease divine easily

exercise further immense magazine medicine naturally opposite phase response source

Leaving the Editor

- If you wish to return to the program, select **Spell It** + from the Editor's File menu.
- If you wish to exit the entire program, select **Quit** from the Editor's File menu.

Using Your New File With Spell It Plus

- Select Your File from the Main screen's Level menu.
- Insert the custom data disk and select the name of the file you have just created.
- Select a special font from the Font menu if your file contains Spanish, French, or German words.
- Select a Spell It Plus activity of your choice.

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Troubleshooting

If the program runs too fast on an Apple IIc+,

Hold down the **Esc>** key as soon as you turn the computer on (while the program is booting).

If you get the message "Unable to load ProDOS,"

The disk is damaged or defective. Return the disk for replacement.

If a menu item is fuzzy or "grayed,"

This means the menu item is not available at this time.

Main Screen Menus

C Menu

About Spell It Plus

About Spell It Plus – brief description of program, publisher, copyright, authors

File Menu

New Student Record Keeping See Record Print Record

Setup

Editor Quit New Student – change student without restarting program

Record Keeping - turn on/off

See Record – view student scores

Print Record – print out scores

Setup – enter printer and pathname information

Editor – access to create new files

Quit – exit the entire program

Activity Menu

Start
Stop

Sound
Graphics
Options

Start – begin selected activity Stop – escape from an activity

Sound – turn on/off Graphics – turn on/off

Options - change options within an activity

Level Menu

Novice Intermediate Advanced Champion Grand Master Your File Novice -

Intermediate – [difficulty Advanced – levels]

Champion – Grand Master –

Your File - use a custom file

Words Menu

List 1
List 2
List 3
List 4
List 5
List 6
List 7
List 8
List 9
List 10

List 1

to

List 10 – lists of words within each difficulty level

Font Menu

USA.Std Spanish French German USA.Std - English

Spanish – [fonts with French – special

German - characters]

Help Menu

How to Rule Words Clue How to – activity instructions

Rule – review spelling rule

Words – see entire word list

Clue – get first letter of scrambled word

Editor Menus

File Menu

New Open Original	ĆΝ
Open Original Open Custom Close Save	¢o ¢c ¢s
Print Print Cards Print Puzzle	ĆР
Spell It + Quit	¢x ¢q

New - start a new file

Open Original - open a SI+ file

Open Custom - open a file you made

Close – close a file

Save – save the data to the disk

Print – print out the file

Print Cards – print words and sentences

Print Puzzle – print a word search puzzle

Spell It + – return to program

Quit – exit the entire program

Edit Menu

Insert Delete Add Word	ĆD ĆA ĆW
Sort Fill Rule	¢f ¢R

Insert – insert a word in the list

Delete – delete a word from the list

Add – enter the next word

Word – go to a specific list word

Sort – alphabetize words in file

Fill – create a blank in sentence

Rule – add a rule for the list

Font Menu

USA.Std Spanish French German USA.Std - English

Spanish – [fonts with

French - special

German - characters]

Apple Printer Categories

- A. Anadex DP-9000/9500 *
- B. Anadex DP-9001/9501 *

Datasouth 180

- C. Apple Dot Matrix **
- D. Apple Scribe
- E. Brother M-1009

Epson FX-80

Epson FX-85

Epson JX-80

Epson LX-80

Panasonic KX-P1091/1092

- F. Epson MX-70
- G. Epson MX-100

Epson MX-80 with Graftrax

HP Thinkjet ***

Panasonic KX-P1090

- H. Epson RX-80
 - Epson LQ-800
- I. Apple Imagewriter

Apple Imagewriter II

Epson AP-80

- J. Malibu 200
- K. Mannesmann Tally 160/180
- L. Okidata Microline 82A/83A****

M. Okidata Microline 92/93

Okidata Microline 84

- N. C. Itoh Prowriter
 - C. Itoh Prowriter II
 - C. Itoh 7500
 - C. Itoh 8510

NEC PC-8023/8025

- O. Smith Corona D100/200/300
- P. Blue Chip M120/10

Mannesmann Tally Spirit 80

Q. Star Delta 10/15

Star Gemini 10/15

Star Radix 10/15

R. TRS-80 DMP-105

TRS-80 DMP-400

- S. Transtar 315
- T. Okidata Microline 192/193
- U. Legend 1385

IBM Compatibles

- * Option R (2K buffer expansion) required to print graphics.
- ** Set dip switches as follows: O = Open C = Closed

SW1

SW2

1 2 3 4 5 6 7 8

1 2 3 4 5 6 7 8 COO OO CCO

- *** Switch 5 must be **up** for alternate mode (Epson compatible).
- **** Must be equipped with the Okigraph graphics option.

Apple Printer Interface Categories

A. Apple Communications

SSM-AIO-II Serial

SSM-ASIO

Versacard Serial

B. Apple IIc Serial Port

C. Apple Centronics Parallel

Apple Parallel

Apricorn Parallel

Epson APL

Graphicard

Microsystems MSE 1022

Microtek RV-611C

MPC-AP-80

MPC-AP-Graph

Omnigraph

Printer Pro

Printerface

Printmax

SSM-Appic

Tymac

Versacard Parallel

Wizard-IPI

Wizard-BPO

D. Apple Serial

E. CCS 7720 Parallel

F. CCS 7728 Parallel

G. Dispatcher

Dual-Comm Plus

Franklin Dual Port

Printermate

H. Dumpling 64

I. Dumpling GX

J. Fingerprint+ Parallel

Grappler+

K. Grafstar

Grappler

Orange

Spies Niceprint/Super-MX

L. Grappler Serial

Pretty Print

M. Mountain Comp Parallel

N. Mountain Comp Serial

O. Micro Buffer II

P. Apricorn Serial

MPC AP-SIO

MPC Graphwriter

Q. PKASO or PKASO/U

R. Quadram-Apic

S. K-T Parallel

SSM-AIO-II Parallel

SSM-APIO

T. Apple Super Serial

Fingerprint+ Serial

Microtek SV-622C

Videx PSIO Serial

U. Videx Uniprint

V. Fingerprint

W. Transtar Pics

X. AppleShare Network (IIe)

Y. Apple Firmware (GS)

APPENDIX A - CONVERTING SPELL IT DATA FILES TO USE WITH SPELL IT PLUS

MS-DOS

To convert existing MS-DOS Spell It data to use with the new Spell It Plus program:

- Access the File menu from the Main screen and select Convert Data.
- Indicate drives or pathnames for the source disk and a (formatted) destination disk.
- Follow the directions on the screen.
- See page 24 in this manual and follow the directions for using a custom data disk with the *Spell It Plus* program.

APPLE

To convert existing *Spell It* data files to use with the new *Spell It Plus*, use the Data Conversion Utility and ProDOS System Utilities (2.1.1) provided in the Update package. You will find these on a separate disk if you have a 5 1/4" *Spell It Plus* program disk. If you have a 3 1/2" *Spell It Plus* program disk, these utilities will be found in subdirectories on that program disk.

To convert Apple DOS 3.3 Spell It data (5 1/4" data disk) to use with the ProDOS Spell It Plus program, use Step 1 and Step 2. Have a blank formatted 5 1/4" disk ready on which to save the converted ProDOS files.

To convert **ProDOS** Spell It data (3 1/2" data disk) to use with the Spell It Plus, use only **Step Two**.

Step 1: Convert the format of DOS 3.3 files to ProDOS

3 1/2" - Boot Spell It Plus; select Quit from the File menu. At the cursor, type

/SPELL and press <Return>. Then type UTILITIES and press <Return>.

5 1/4" – Boot Side 2 of the Data Conversion Utility.

When the Utilities Menu appears:

- Select 8. Advanced Operations from the menu; press <Return>.
- Select 3. Change a Disk's Format; press <Return>.
- Select 2. DOS 3.3 to ProDOS; press <Return>.
- Indicate the location of your source disk (the DOS 3.3 *Spell It* data disk) and press <Return>.
- Indicate the location of your destination disk (the blank disk) and press <Return>.
- Press <Return> when your disks are in place.
- When asked to enter a name for your volume, delete the existing name, type /SIDATA and press <Return>. Files will be converted to ProDOS and copied to the new disk.

Step 2: Convert ProDOS Spell It data files to ProDOS Spell It Plus data files. (Make a backup of your data if you still want to use it with the original Spell It program.)

- 3 1/2" Boot Spell It Plus; select Quit from the File menu. At the cursor, type /SPELL and press <Return>. Then type CONVERT and press <Return>.
- **5 1/4"** Boot Side 1 of the Data Conversion Utility.

Then:

- Type C to convert.
- Make sure your ProDOS Spell It data disk is in drive 2 (or the correct drive for your configuration) and press <Return>. Your files will be converted right on that disk and then usable only with the Spell It Plus program.
- See page 56 in this manual and follow the directions for using a custom data disk with the *Spell It Plus* program.

APPENDIX B - SPELL IT PLUS WORD LISTS

Listed here are the 1000 words contained in the *Spell It Plus* data files. Spelling and word divisions contained in the word lists are based on preferred usage as established in the *World Book Dictionary* and *Webster's New World Dictionary*.

Novice Level

Rules:

- **List 1** Be careful when spelling number words. Sometimes the spelling of the root changes. (four-forty, five-fifty)
- **List 2** Compound words are made up of two shorter words joined together. (football, football)
- **List 3** Plurals. To form the plurals of most nouns, simply add s. (balloon-balloons) Add es to nouns ending in ch, sh, s, x, and z. (church-churches)
- **List 4** The *neutral vowel with r* sound which usually appears in an unstressed syllable can be spelled *or*, *er*, or *ar*. (color, tiger, sugar)
- **List 5** The *ir* sound can be spelled *ear*, *eer*, *ier*, or *ere*. (appear, career, pierce, revere)

Words:

	List 2	
fourteen	basketball	goldfish
fourth	blueprint	midnight
hundred	bookmark	railroad
hundredth	campground	schoolroom
nineteenth	cookbook	seaweed
ninth	driveway	snowfall
ninety	flagpole	spotlight
ninetieth	flashlight	sunrise
seventh	football	weekend
seventy	freeway	wristwatch
	fourth hundred hundredth nineteenth ninth ninety ninetieth seventh	fourteen basketball fourth blueprint hundred bookmark hundredth campground nineteenth cookbook ninth driveway ninety flagpole ninetieth flashlight seventh football

List 3	List 5	List 7	List 9
aches	bier	amount	affect
balloons	brigadier	attempt	afraid
boxes	career	beautiful	against
brushes	cereal	carrier	careful
chairs	cheerleader	council	choose
cameos	disappear	dealt	during
chiefs	dreary	device	enough
churches	earache	disgust	group
cupfuls	fearful	escape	hoping
glasses	merely	except	increase
lawyers	pierce	heroic	involve
lunches	pioneer	listener	lonely
monkeys	query	minutes	maybe
pictures	revere	paid	meant
poets	serial	really	passed
radishes	serious	sense	peace
radios	shears	stepped	rebel
taxes	sphere	stories	scene
topazes	tier	woman	where
turkeys	veneer	writing	whole
List 4	List 6	List 8	List 10
anchor	area	across	allowed
cellar	dropped	addition	already
color	eager	advice	bargain
dollar	entirely	among	boundary
flower	fashion	clothes	certainly
grammar	guilty	collar	cruelty
harbor	heroes	coming	different
humor	hunger	dairy	disease
hunter	hungry	decent	divine
laughter	laborer	define	easily
owner	lengthen	divide	exercise
owner polar	lengthen luxury	divide fitness	exercise further
owner polar razor	lengthen luxury material	divide fitness friend	exercise further immense
owner polar razor shoulder	lengthen luxury material method	divide fitness friend lose	exercise further immense magazine
owner polar razor shoulder soccer	lengthen luxury material method oppose	divide fitness friend lose mere	exercise further immense magazine medicine
owner polar razor shoulder soccer sugar	lengthen luxury material method oppose perceive	divide fitness friend lose mere operate	exercise further immense magazine medicine naturally
owner polar razor shoulder soccer sugar supper	lengthen luxury material method oppose perceive practice	divide fitness friend lose mere operate quiet	exercise further immense magazine medicine naturally opposite
owner polar razor shoulder soccer sugar supper teacher	lengthen luxury material method oppose perceive practice regard	divide fitness friend lose mere operate quiet simple	exercise further immense magazine medicine naturally opposite phase
owner polar razor shoulder soccer sugar supper	lengthen luxury material method oppose perceive practice	divide fitness friend lose mere operate quiet	exercise further immense magazine medicine naturally opposite

Intermediate Level

Rules:

- **List 1** When a word ends in *silent e*, drop the *e* before adding a suffix. (arrive-arrival, become-becoming)
- **List 2** Pronouncing words carefully will help you to spell them correctly. Be sure not to add or omit sounds.
- **List 3** Pronouncing words carefully will help you to spell them correctly. Be sure not to add or omit sounds. For example, *athlete* has 2 syllables, not 3.
- **List 4** The *oi* sound can be spelled *oi*, as in *poison*, or *oy*, as in *voyage*.
- List 5 If a word ends with *silent e*, keep the e if the suffix begins with a consonant. (manage-management, complete-completely)

List 1	List 2
accuse	curious
accusing	curiosity
argue	disaster
argument	disastrous
arrive	enter
arrival	entering
become	entrance
becoming	explain
continue	explanation
continuous	hinder
desirable	hindrance
desirability	pronounce
encourage	speak
encouraging	speech
movable	though
notice	thought
noticing	thorough
shining	threw
value	through
valuable	throughout

List 3	List 5	List 7	List 9
athlete	acute	advisor	acquire
athletics	acutely	annual	alcohol
column	arrange	calendar	amateur
columnist	arrangement	cyclone	desperate
drown	careless	despair	develop
drowned	complete	everybody	discuss
drowning	completely	generally	fascinate
govern	extreme	loose	favorite
government	extremely	necessary	forward
grieve	hopeless	opinion	fulfill
grievous	immediate	personal	genius
lighten	immediately	practical	ideally
lightning	likely	principal	knowledge
pamphlet	likeness	principle	license
particular	manage	realize	medical
particularly	management	religion	potato
rhythm	sincere	remember	prisoner
rhythmic	sincerely	satire	represent
strict	safety	sponsor	several
strictly	usefulness	strength	therefore
List 4	List 6	List 8	List 10
anoint	applying	apartment	awkward
appoint	cabbage	apology	cemetery

LIST 4	List 0
anoint	applying
appoint	cabbage
avoid	certain
boycott	decision
decoy	effect
embroidery	interest
employer	losing
exploit	possible
loiter	prepare
loyal	pursue
moisten	receiving
oilcloth	separation
oyster	similar
pointless	stretch
poise	stubborn
poison	themselves
rejoice	together
royalty	treasurer
void	useless

worked

barbecue category dining expense fiery greenish library occasion opponent original permanent pertain playwright presence relative resources roommate useful

commission conscience definite embarrass laboratory marriage misspell occurred persuade recognize restaurant schedule sergeant straight terrific unusual villain women

voyage

Advanced Level

Rules:

- **List 1** Use i before e, except after c. (achieve, quotient, receive)
- **List 2** There are exceptions to the *i before e* rule. (leisure, neither) Use *ei* when the word has a *long a sound*. (freight, weight)
- **List 3** When *final* y is preceded by a consonant, change the y to i before adding a suffix, unless the suffix begins with i. (carry, carried, carrying)
- **List 4** Most words that end with the *seed* sound are spelled *cede*. (recede, concede) Exceptions are *exceed*, *proceed*, and *succeed*.
- **List 5** A *neutral vowel with r* sound which usually appears in an unstressed syllable can be spelled *ar*, *er*, *ir*, *or*, or *ur*. (burglar, equator, semester, directory, murmur)

List 1	List 2
achieve	beige
belief	either
believe	foreign
brief	freight
chief	height
deceive	heir
fiendish	heirloom
fierce	leisure
hygiene	neigh
mischief	neighbor
niece	neither
piece	protein
quotient	seize
receive	seizure
relieve	sleigh
shield	veil
shriek	vein
siege	weigh
sieve	weight
yield	weird

List 3
accompany
accompanying
accompanied
busy
business
carry
carrying
carried
company
companies
enemy
enemies
family
families
lively
livelier
livelihood
satisfy
satisfied
satisfying

List 5 bachelor burglar calculator carburetor directory equator foreigner governor murmur muscular passenger percolator predecessor prosecutor radiator refrigerator scholar semester singular vinegar

List 7
alumni
approaches
beginning
challenge
confusion
difficult
discussion
entertain
excellence
fantasy
generally
happiness
industry
intellect
literary
morale
physical
ridicule
sherbet
suppose
Tiot 0

List 9
aggravate
anticipate
beauteous
commercial
condemn
devastation
emperor
equipment
fallacy
imagination
likelihood
narrative
obstacle
peculiar
prestige
ridiculous
sacrifice
shepherd
sophomore
symbol

List 4
accede
access
accessory
antecedent
cede
concede
concession
exceed
excess
intercede
precede
procedure
proceed
procession
recede
recession
secede
succeed
success

List 6 bureau chocolate committee courteous disappoint fascinating loneliness mischievous mortgage parallel privilege probably recommend sandwich secretary stationery surprise tragedy vegetable whether

List 8 aluminum appropriate attitude behavior burial cigarette concentrate counselor destruction dilemma disguise familiar ignorant indefinite mathematics morally pheasant simile summary tomorrow

List 10 abscess arguing author bankruptcy candidate changeable conferring descent describe elementary genealogy momentum pageant personnel profession quantity repetition syllable technique transferred

supersede

Champion Level

Rules:

- List 1 The k and g sounds are usually followed by the *ant* ending, as in *elegant*. The s and j sounds are usually followed by the *ent* ending, as in *magnificent*.
- List 2 The k and g sounds are usually followed by the ance ending, as in significance. The s and j sounds are usually followed by the ence ending, as in adolescence.
- List 3 The sh sound can be spelled with ti, ci, or si. (reception, conscious, expansion)
- **List 4** Double the final consonant when adding a suffix if the word has only one syllable or if the last syllable is accented.
- **List 5** When using the prefixes *dis* and *un*, do not change the spelling of the root word.

List 1 abundant agreement consistent	List 2 absence acquaintance adolescence
convenient descendant document	ambulance annoyance appearance
dominant	attendance
efficient	audience
elegant	conference
employment	evidence
expectant	existence
important	experience
independent	guidance
pleasant magnificent	ignorance intelligence
persistent	interference
prevalent	remembrance
prominent	residence
significant	resistance
warrant	significance

List 3
abbreviation
ambition
artificial
beneficial
conscious
crucial
description
dietitian
distinction
exemption
expansion
facial
gracious
musician
precious
reception
spacious
spatial
substantial
vicious

List 5 disability disagree disapprove disarray discourage dishonor disillusion disqualify dissatisfied dissimilar uncommon unconscious unearned unequaled unguarded unknown unmoved unnamed unnatural unnecessary

List 7 asterisk astronaut brilliance competition criticism emphasize exhaustion financier guarantee influential maneuver mysterious organization philosophy reminisce stability sufficient temperament theory varies

List 9
abundance
accidentally
adolescent
assassin
colonel
crocheting
elicit
finally
hypocrisy
imaginary
initiative
occurring
possession
predominant
prophecy
sociology
succession
synonymous
undoubtedly
unusually

List 4
acquittal
admittance
allotted
beginner
benefited
controlled
difference
equipped
gladden
happened
listening
occurrence
offered
omitted
preferred
quitting
referring
revealing
spurring

T 1-4 4

List 6 aggressive analysis atheist basically capitalism communist contemporary defensible divisible efficiency friendliness incidentally interrupt mechanics nutrient political propaganda satellite suspense vacuum

List 8 accelerate alleged association compatible credible criticize discipline eliminate evidently financial gaiety humorous ingredient jealousy manufacture numerous optimism sarcastic subtle various

List 10 alleviate approximate catechism competitor diligence forcible fundamental hospitalized ingenious laboriously melancholy paralyzed politician psychology sabotage suppress tendency tremendous ubiquitous vengeance

swimming

Grand Master Level

Rules:

- **List 1** The k and g sounds are usually followed by ant, as in extravagant. The s and j sounds are usually followed by ent, as in negligent.
- List 2 The k and g sounds are usually followed by ance, as in elegance. The s and j sounds are usually followed by ence, as in innocence.
- **List 3** The *able* suffix is used more often than the *ible* suffix. The *s* and *j* sounds are usually followed by *ible*. (irritable, legible, accessible)
- List 7 Words in this list are of Spanish origin.
- List 8 Words in this list are of Italian origin.
- **List 9** Words in this list are of French origin.

List 1	List 2
arrogant	abstinence
assistant	alliance
brilliant	appliance
competent	assurance
compliant	clearance
confident	compliance
defiant	consequence
dependent	disturbance
diligent	elegance
divergent	endurance
excellent	inference
extravagant	influence
fluorescent	innocence
indulgent	insurance
insistent	maintenance
intelligent	nuisance
negligent	performance
tolerant	preference
turbulent	reference
violent	reliance

List 3
acceptable
accessible
admirable
admissible
available
contemptible
convertible
digestible
disposable
eligible
excitable
incredible
inevitable
irresistible
irritable
legible
permissible
plausible
responsible
susceptible

List 5 accommodate admission advertising auxiliary clientele comparative environment exaggerate experiment fictitious hysterical medieval primitive psychic recipient rheumatism saccharin scissors situation sovereign

List 7 abalone alligator armadillo avocado barracuda cafeteria desperado enchilada filibuster guerrilla hacienda mosquito palomino pueblo sierra stevedore tapioca tobacco tortilla vigilante

List 9 aperitif bizarre bouffant bouillon burlesque champagne chignon connoisseur croissant decolletage julienne mayonnaise mousse parliament peignoir quiche roux syndicate talisman vichyssoise

List 4
acquiesce
aesthetic
baroque
bellicose
cryptic
curriculum
epitome
euphemism
hemorrhage
nemesis
ostracize
panacea
panache
paradigm
physics
psychiatry
separate
subpoena
synonym

List 6
accumulate
advantageous
allegiance
apparatus
authority
conqueror
cylinder
excitement
exhilarated
harass
hypocrite
hypothesis
leisurely
noticeable
oblique
paralysis
persuasive
phenomenon
raspberry
spontaneous

List 8
bologna
broccoli
campaign
corridor
dilettante
espresso
fettucine
fiasco
ghetto
imbroglio
incognito
influenza
intrigue
lasagna
minestrone
miniature
mozzarella
picturesque
scenario
spaghetti

List 10 aberration abysmal adjudicate anathema auspicious corroborate diaphragm extraneous facsimile ingenuous ingratiate inveigle narcissistic obsequious perspicacity rambunctious resuscitate subterranean supercilious tortuous

verbatim

APPENDIX C - JUNOR DATA FILES

Rules:

- **List 1A** The *ch* sound can be spelled with *ch* or *tch*. (chip, itch, hunch)
- **List 1B Words on this list have the** *th* **sound. (that, weather)**
- **List 1C** Some words contain silent letters. The w in wr, the k in kn, and the letters gh are sometimes silent. (wrap, know, right)
- **List 1D** Words on this list have the *long a* sound, which can be spelled ai or ay. (grain, play)
- **List 1E** The q is always followed by a u. The qu has the sound of kw. (square, quiz)
- **List 1F** Words on this list begin with wh and ph. The letters ph make the sound of f. (whale, phone)

oras:					
List 1A batch chat chess chick chill chip chug chum	crunch hitch hunch itch latch stitch witch	List 1B bathe clothes either neither than that theirs them	then therefore these this those weather whether	List 1C bright knee kneel knight knob know night right	sight thought wrap wrecks wrists wrong wrote
List 1D bay day faith grain jail jay play rail	rain snail stay strain stray wait way	List 1E quack quail quake queen quick quilt quit quite	quiz quote square squash squeal squeeze squint	List 1F graph phone phrase whack whale wharf what wheel	where whiff while whine whip white why

Rules:

List 2A – The ow sound can be spelled ow or ou. (how, round)

List 2B – The letter g has two sounds: a *hard* sound, as in go, and a soft sound, as in age.

List 2C – Words in this list can be divided into two syllables. (mu sic)

List 2D – No rule.

List 2E – Dividing a word into syllables makes it easier to learn. (ham mer)

List 2F – No rule.

List 2A		List 2B		List 2C	
cloud	ounce	age	grade	cleaner	open
count	our	bridge	hug	decide	paper
crouch	owl	cage	huge	delay	prevent
down	round	change	judge	elect	reason
flour	shout	game	large	final	refer
how	spout	gem	page	frozen	reform
mouth	town	globe	stage	glider	tiny
now		gold		music	

List 2D		List 2E		List 2F	
above	light	basket	plastic	backpack	drink
across	none	hammer	rocket	black	kick
done	piece	invent	sharpen	block	pink
doubt	ready	ladder	shorten	bread	quickest
fight	straight	letter	summer	clock	think
guide	tonight	master	traffic	coast	track
heard	won	number	tunnel	crack	trick
high		person		crowd	

Rules:

- **List 3A** The *neutral vowel with l* sound can be spelled with *el*, *le*, or *al*. (level, trouble, total)
- **List 3B** The s sound can be spelled with s, ss, or c. (seesaw, hissing, nice)
- **List 3C** The *long e* sound can be spelled *ee* or *ea*. (sweet, wheat)
- **List 3D** The *long a* sound can be spelled *ai, ay,* or *a-consonant-e*. (waist, clay, plate)
- **List 3E** Some words begin with silent consonants. (wrench, knock)
- List 3F No rule.

List 3A		List 3B		List 3C	
ankle	nickel	cents	prince	cream	screen
battles	paddle	cinders	princess	deep	sheep
petals	petals	citrus	scrambled	dream	streaks
eagle	puddles	city	scratch	feast	stream
kettle	purple	fuss	seesaw	green	steep
labels	rifle	hissing	send	peaches	sweep
level	sprinkled	ice	sphinx	peel	teeth
medal	stumble	nice	street	reach	sweet
metals	total	pencil	swallow	read	treat
model	trouble	place	swiftly	scream	wheat

List 3D		List 3E		List 3F	
base	maid	knapsack	reindeer	bark	forks
braided	plate	kneel	ring	carport	jar
brave	railroad	knife	wrapping	chart	mark
claim	skate	knit	wreath	chores	porch
clay	spray	knobs	wreck	cordless	short
crate	snake	knock	wrestling	com	star
faded	stain	knot	wrench	dark	starry
grapes	sway	never	wrinkles	door	starting
gray	trail	nose	wrist	dwarf	storm
lake	waist	rainbow	write	floor	story

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ABOUT THE AUTHORS

Spell It Plus was developed by a team of educators and programmers. The team was directed by Dr. Jan Davidson, former teacher and founder and president of Davidson & Associates, Inc., and Mike Albanese, programming director.

The Spell It Plus team:

Faye Schwartz served as product leader, developed the data files, and wrote the manual;

Cathy Johnson served as product advisor and wrote and edited the manual;

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Leslie House, Barbara DeWitt, Kelly Yeary, Anne Hertz, David Reed, Erin Yoshida, Lori Hayase, and Michaelle Fields all assisted in the testing and evaluation of this product. Kelly McMahon created the drawings for the manual.

The Spell It Plus team would like to acknowledge the many helpful suggestions and ideas they received from teachers and students who tested and evaluated this product. In particular, the product team appreciated the significant advice and expertise of Betty Ann Heineman, Kay Gore, Ellen Bialo, and Jay Sivin.

Spell It Plus!™

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Spell It Plus!™

Subject:

SPELLING

- 1000 words
- Over 20 spelling rules
- Five levels of difficulty



Levels:

- ✓ Novice (Level 1)
- ✓ Intermediate (Level 2)
- ✓ Advanced (Level 3)
- ✔ Champion (Level 4)
- ✓ Grand Master (Level 5)

Objectives:

- Master spelling rules.
- Learn to spell difficult words or words frequently misspelled.
- Develop proofreading and editing skills.

Learning Activities:

- · Study It
- · Decode It
- Correct It
- Unscramble It
- · Spell It Game

Editor:

- · Add your own spelling words easily.
- Enter Spanish, French or German words using the foreign language fonts.

Special Features:

- Positive Reinforcement
- Sound Effects
- Hi-resolution Graphics
- Animation and Color
- Record Keeping
- Print Capability (Editor Files)
- Entry and Exit at any Level
- Review Missed Words Option
- Word-Search Puzzle Maker
- Flash Cards Maker
- Certificate of Excellence

Supplementary Material:

ADDITIONAL DATA DISKS

- Grades 1/2
- Grades 3/4
- Grades 5/6

Spell It Plus![™]

Assignment/Record-Keeping Sheet

Name	Date
Directions: Put a check or a	a score for each activity your teacher has assigned.

					I			Γ		
NOVICE	1	2	3	4	5	6	7	8	9	10
Study It										
See Word										
Finish Word										
Flash Word										
Decode It			İ							
Correct It										
Edit										
Search & Edit										
Unscramble It										
Spell It										
INTERMEDIATE	1	2	3	4	5	6	7	8	9	10
Study It										
See Word										
Finish Word										
Flash Word										
Decode It										
Correct It										
Edit										
Search & Edit										
Unscramble It										
Spell It										
ADVANCED	1	2	3	4	5	6	7	8	9	10
Study It										
See Word										
Finish Word										
Flash Word										
Decode It										
Correct It										
Edit										
Search & Edit										
Unscramble It										
Spell It										

Spell It Plus![™]

Assignment/Record-Keeping Sheet

Name	Date
Directions: Put a check or	a score for each activity your teacher has assigned.

*		T	l		ī	I	T	1	1	
CHAMPION	1	2	3	4	5	6	7	8	9	10
Study It										
See Word										
Finish Word										
Flash Word										
Decode It										
Correct It										
Edit										
Search & Edit										
Unscramble It										
Spell It										
GRAND MASTER	1	2	3	4	5	6	7	8	9	10
Study It										
See Word										
Finish Word										
Flash Word										
Decode It										
Correct It										
Edit										
Search & Edit										
Unscramble It										
Spell It										
							ļ			
										
										
						ļ			ļ	
										ر ا

Prerequisite Skills for Spell It Plus!

This program is designed to help students of all ages develop and improve spelling skills. **Spell It Plus** emphasizes learning through intensive interaction. Following is a listing of the general knowledge students should have prior to using this program.

- Recognize and use basic phonics
- Understand the role of pronunciation in correct spelling
- Apply letter/sound knowledge to correct spelling
- Spell unfamiliar words using phonetic spelling
- Create plurals using s & es and irregular plural forms
- Use root words to determine spelling
- Understand the use of prefixes and suffixes
- Be familiar with syllabication and its role in spelling (decoding)
- Recognize and use compound words

Words in the **Spell It Plus** data files are grouped in order to present common spelling patterns and rules whenever possible. They are also arranged in ascending order of difficulty, i.e., the "easier" word files are listed before the "harder" word files.

The **Spell It Plus** data (spelling words and context sentences) is designed for students from fourth grade and up. Additional data disks are designed for students as young as first grade. However, it must be remembered that spelling mastery is not closely tied to grade level or reading level. For instance, students (and adults) who have high reading levels may nevertheless have difficulty spelling "easy" words.

Suggestions for Using Spell It Plus! in the Classroom

This program is designed to help students of all ages develop and improve spelling skills. **Spell It Plus** emphasizes learning through intensive interaction. As students move through the program, they read spelling words used in context sentences, they see the words broken into syllables, they unscramble the words, they complete words with missing letters, and they recognize words correctly and incorrectly spelled.

1000 commonly misspelled words are presented in five interactive instructional activities. Of the five activities, *Study It* is the main tutorial. *Decode It* provides more practice spelling the list words as students complete a mystery message. In *Correct It*, students edit text for misspelled words and correct the errors. *Unscramble It* is a spelling version of an old favorite - tic tac toe. And in the **Spell It Game**, students make judgements and react quickly using the list words.

These five activities are arranged in a natural learning progression. Ideally, students should concentrate on one file at a time, working through all five activities in the order presented. A typical student might spend 20 or 30 minutes on a given file, and in that time would have a dozen or more exposures to each list word correctly spelled.

Here are some specific suggestions for classroom activities related to **Spell It Plus:**

- It is easy for students to use the editor to enter weekly spelling lists. With
 this step, the learning has already begun. Then the whole class can practice
 their spelling words with all the Spell It Plus activities.
- Use the *Finish Word* option of *Study It* in special education classes. This activity is especially suitable because the spelling word is presented several times for students to enter and re-enter.
- Encourage cooperative learning by having students work in pairs or small groups on the *Decode It* and *Unscramble It* activities.
- Involve the whole class in the Decode It and Unscramble It activities by displaying them on a large TV monitor.

- Conduct classroom spelling bees with weekly or monthly word lists. All of the Spell It Plus word lists are listed in the Appendix.
- Print out lists of words mastered and words missed for study away from the computer.
- Print out flash cards for study away from the computer. Students can work singly or in pairs with flash cards, which have the spelling word on one side and the context sentence (with blank) on the other side.
- Use the foreign language fonts to create special data files for foreign language classes.
- Print out a word search puzzle for any of the Spell It Plus files or any custom files you have created.
- Encourage students to use several of the spelling words in their list to create a story. Identify any misspelled words in this story and put them in a personal **Spell It Plus** data file for the student.
- Have students use their editing skills to make corrections in stories written by their classmates. Peer editing and tutoring are generally highly effective.
- Play "Spelling Football" using Spell It Plus word lists. Draw a football field on your chalkboard and divide the class into two teams. Start both teams on the fifty yard line. Teams move forward ten yards for spelling a word correctly and move backward five yards for a misspelled word. Teams earn seven points when they score a touchdown. The team with the most points after thirty minutes wins.
- Play "On Trial" with older students using the Spell It Plus word lists. Two or three players who are "on trial" sit with their backs to the chalkboard so that they cannot see the word that another student writes there. This word must have a precise definition, such as accuse, curious, athlete, and prisoner. Students who are not "on trial" take turns giving synonyms for the word on the board. Players who are "on trial" each have one chance to respond to a synonym as it is given until someone guesses the word on the board.
- Post "All-Star Speller" certificates earned by students on classroom bulletin boards.

Be o	caref	ul when spelling number words. les the spelling of the root changes. es: four forty five fifty
Write ou	ut the	e number words in the sentences.
eight	a)	There were 80 sailboats in the race.
	b)	The race was 18 miles long.
	c)	Freddy Frog finished in 8th place.
five	d)	There were 15 hurdles on the track.
	·	Franklin Frog was the 50th hurdler.
	f)	He ran 50 meters in all.
four	g)	Franny Frog jumped 40 feet in the hop, step, and jump.
	h)	She jumped 14 feet high in the pole vault.
	i)	She won 4th place in the long jump.
		The state of the s
nine	j)	It was the 19th annual hopping race.
	k)	There were 90 frogs hopping.
	l)	Florence Frog finished in 90th place.

Compound words are made up of two shorter words joined together. Example: foot ball football Mix up the parts of these compound words to create your own new words. Write a definition for each new word. basketball driveway goldfish snowfall blueprint flagpole midnight spotlight bookmark flashlight railroad sunrise campground football schoolroom weekend	
new words. Write a definition for each new word. basketball driveway goldfish snowfall blueprint flagpole midnight spotlight bookmark flashlight railroad sunrise	<u> </u>
blueprint flagpole midnight spotlight bookmark flashlight railroad sunrise	Y Zn
cookbook freeway seaweed wristwatch	V
a) cookfish a fish who likes to make dinner for his family	-
b)	
c)	
d)	
e)	
f)	
g)	
h)	
i)	

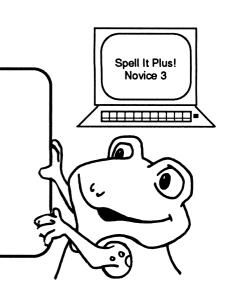
Name	

To form the plurals of most nouns, simply add **s**.

Example: balloon balloons

Add es to nouns ending in ch, sh, s, x, and z.

Example: church churches



Make a funny story by filling in the blanks with words from the word list below. You will need to change each list word to a plural.

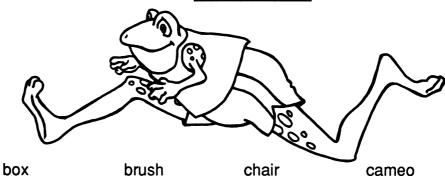
Yesterday we took our ______ to the city. First we visited some

_____ and _____. Then we bought _____ and _____. In one store

we saw _____ using _____. On the way home we were carrying so

many _____ and ____ that we dropped our _____.

When we got home, we found our house full of



Word List:

ache

chief church cupful glass lawyer lunch monkey picture poet radish

radio tax topaz turkey

Name	

The **neutral vowel with r** sound which usually appears in the unstressed syllable can be spelled **or**, **er**, or **ar**.

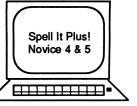
Examples: color tiger sugar

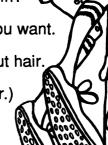
The ir sound can be spelled ear, eer, ier, or ere.

Examples: appear career pierce revere

Underline the correct spelling.

- a) It costs a (doller, dollar, dollor) to get into the show.
- b) Sara is (fearful, feerful, fereful) of the dark.
- c) All the ships are in the (harbar, harber, harbor).
- d) There's a box of apples in the (celler, cellar, cellor).
- e) What time will the (soccar, soccer, soccor) game begin?
- f) The nurse will (peerce, pearce, pierce) your ears if you want.
- g) The barber has special (shears, sheers, sheres) to cut hair.
- h) My great-grandfather was a (pionier, pionear, pioneer.)







cole r

sug∂r

drJ∂ry

flow I r

disappJ∂r

pol∂r

carJJr

hum*9*•ℚ r

m J r J ly

t☆Jr

sphJrJ

anch*s*e r

Name)	

Spell It Plus! Intermediate 1 & 2

-

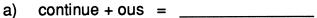
When a word ends in silent e, drop the e if the suffix begins with a vowel.

Example: arrive arrival

If the suffix begins with a consonant, keep the e.

management Example: manage

Rewrite each word, adding the suffix.



Cross out the silent e's that do not belong.

noticeing

careless

b)

e)

hope + less

argue + ment

completely

encourageing

arrangement

desireability

accuseing

extremely

haveing

arriveal

changeless

drizzleing

management

likely

i)

moveable

useful

politely

lately

Name

Pronouncing words carefully will help you to spell them correctly Be sure not to add or omit sounds.

Example: athlete has 2 syllables, not 3.



Find the letter in front of the correct spelling of each word and write it on the line at the bottom of the page to find the answer to the trivia question . .

WHAT IS THE WORLD'S LARGEST LIVING BIRD?

b) R droan

e) E

h) F

O drown

M droune

ligthen

ligten

rhythum

H lighten

G rythm

k) A disaster

n) D hinnder

E hindre

hinder

R rhythm

E desaster

O dissaster

- a) column
 - Т collum
 - O colume
- d) В greive Т grieve
 - greve
- D particuler g) F particular
 - particlar
- M curiose j)
 - C curious
 - curius
- R explane m)
 - O explain
 - S explan
- p) N speek
 - Р speake
 - R speak
- a) E tought

O thout

S

thought

- c) S govorn
 - govren govern
- f) A pamphlet
 - C pamflet
 - O pamphlit
- i) G strick
 - Κ strect
 - strict
- T 1) entrense
 - D intranse
 - N entrance
- o) C pernounce
 - pronounce
 - pronunce
- r) C threw
 - threwe
 - K trew

- s) N speach
 - H speech
 - O speche
 - (f) (h) (i) **(l)** (a) (b) (c) (d) (e) (g) (i) (k)
 - (m) (n) (o) (p) (p) (r) (s)

The oi sound can be spelled oi, as in poison, or oy, as in voyage.



Using the number code below, decode each partial word; then add oi or ov to complete each word.

$$A = 1$$

$$\mathbf{B} = 2$$

$$A = 1$$
 $B = 2$ $C = 3$

$$D = 4$$

$$E = 5$$

$$I = 9$$

$$J = 10$$

$$M = 13$$

$$N = 14$$

$$O = 15$$

$$P = 16$$

$$R = 18$$

$$T = 20$$

$$U = 21$$

$$V = 22$$

$$V = 22$$
 $W = 23$

$$X = 24$$

Name

Use i before e, except after c.

Examples: achieve quotient receive



Unscramble the words below and add them to the story.

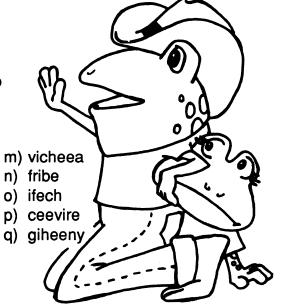
	Sweet Sue gave a (a)	as he	r (b)	uncle, Vile Vic,
ente	ered the room. "You cannot (c)		_ me," he smirked.	"It is my
(d)	you have the dee	d to the (e)	of la	and I want, and I'll
(f) .	you of it right now	, »		
	"No", Sweet Sue cried. "Even if	you keep th	is house under <i>(g)</i>	all
wee	ek, I'll never (h)!"			
	Just then Daring Darryl ran in, ju	umping in fro	nt of Sweet Sue to	(i)
her.	"What (j) is this	?" he deman	ded, in a <i>(k)</i>	tone. "Is
this	how you treat your own (I)	?	You'll never (m)	your
plar	now." He turned to Sweet Sue.	"To be (n)	, my	(0)
reas	son for coming here tonight was t	o ask if you v	will <i>(p)</i>	my hand in
mar	riage "			

"Thanks for the offer," Sue replied, "But I'm planning a career in dental



- a) krishe
- b) diishenf
- c) ceevide
- d) fleebi
- e) ecpie
- f) vleerie

- g) geesi
- h) diley
- i) lished
- i) ismifche
- k) reecif
- I) eenic



N	a	m	e

Spell It Plus! Advanced 2

There are exceptions to the i before e rule.

Examples: leisure neither

Use ei when the word has a long a sound.

Examples: freight weight

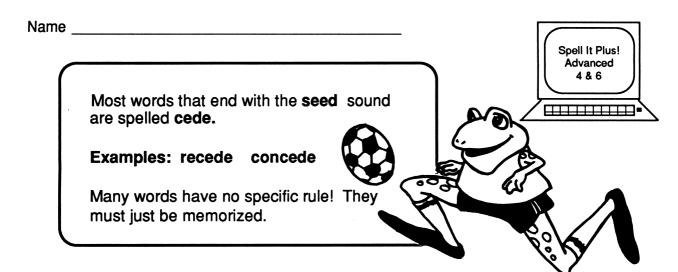
Identify the words from their definitions.

- a) a cart on runners used on ice or snow
- b) measurement from top to bottom
- c) not one or the other
- d) to take hold of suddenly
- e) strange, mysterious or fantastic
- f) having to do with other countries
- g) a pale brown color
- h) goods carried on a train, truck, ship or aircraft
- i) a piece of material worn over the head and shoulders
- j) sound that a horse makes
- k) free time in which to relax or play
- I) to measure how heavy a thing is
- m) a person who will inherit someone's property

	٦i		
	eı		

_			
- CI			

Nan	ne						Spell it Blust
	the y to i begins with	efore h i.	preceded by a canding a suffix,	unle	ess the suffix		Spell It Plus! Advanced 3
Use		at leas	in the box to east once. Be sur				Endings ing
a)	accompany	b) - -	busy	c)	carry	_	ed ness es er hood
d)	lively	e) - -	simplify	f)	friendly	g) - -	likely
h)	foamy	i) - -	personify	j)	ready	k) - -	tidy
Mal	ce these words	plura	al.				
ene	my		company		····		policy
fam	ily		mercy			Ç	gypsy



Find the correct spelling of each word and put the letter in front of it on the line below to answer the trivia question.

a)	T	accede	R	aceede	U	acceed
b)	E	anticedent	Н	antecedent	R	antecident
c)	1	sede	Α	ceede	Ε	cede
d)	P	excede	M	ecsede	S	exceed
e)	1	procede	A	proceed	Ε	proseed
f)	G	chocolat	F	chocolate	Н	chocoklat
g)	M	commitee	ı	comittee	Ε	committee
h)	S	curteous	T	courteous	C	corteous
i)	X	desappoint	Y	disappoint	S	disapoint
j)	E	lonelyness	T	Ionliness	P	Ioneliness
k)	ı	fascinating	N	fastenating	0	fascenating
l)	0	buraue	D	buerau	N	bureau

WHAT DID WALTER HUNT INVENT IN 1849?

a)	A	pracession	T	procession	R	procetion
b)	Н	mischievous	ı	mischivous	P	mischeivous
c)	A	mortague	R	mortauge	Ε	mortgage
d)	W	parellel	Z	parallel	M	paralel
e)		secede	Ε	seseed	0	seceed
f)	P	privilege	0	privalege	Y	privelige
g)		sucsede	P	succeed	T	sucseed
h)	A	prolably	0	probbley	Ε	probably
i)	N	reccomend	R	recommend	T	recommand

WHAT DID W.L. JUDSON INVENT IN 1896?

Name		

Spell It Plus!
Advanced 5

A **neutral vowel with r** sound which usually appears in an unstressed syllable can be spelled **ar**, **er**, **ir**, **or**, or **ur**.

Fill in the blanks to find the word that goes with each definition. Each word ends with ar, er, ir, or, or ur.

a)	person elected to run a state <u>g</u>
b)	a learned student _s
c)	half of a school year <u>s</u>
d)	person riding in a vehicle, boat or plane _p
e)	a thiefb
f)	imaginary line around the center of the earth _e
g)	icebox <u>r</u>
h)	small machine that solves math problems
	<u></u>
i)	strong and well-built _m
j)	only one; unique s
k)	person from another country _f
1)	an unmarried man _b
m)	a coffee maker _p _e
n)	the person who held a position before _p_r_e
0)	sour liquid used in cooking v
p)	part of a car engine in which the gas and air are mixed
	_C
q)	speak in a low voice _m_u
r)	a supervisor or manager _d
s)	one who tries to prove in court that a person committed a crime
	<u>p_r</u>
t)	part of a car that cools the engine with water r

Name _____

The **sh** sound can be spelled with **ti**, **ci**, or **si**.

Examples: reception conscious expansion



Add \underline{ti} , \underline{ci} , or \underline{si} to complete all the words in both the sentences and word list. Select any adjective from the word list and fill in the blank. Finish each sentence in your own words.

- a) An **abbrevia__on** could be _____ if . . .
- b) An **ambi__on** could be _____ if . . .
- c) A descrip__on could be _____ if . . .
- d) A dieti__an could be _____ if . . .
- e) A distinc__on could be _____if . . .
- f) An **exemp__on** could be ______if . . .
- g) An **expan__on** could be _____ if . . .
- h) A fa_al could be _____ if . . .
- i) A musi__an could be _____ if . . .
- j) A **recep__on** could be _____ if . . .

Word List:

Name	

Double the final consonant when adding a suffix if the word has only one syllable or if the last syllable is accented.



Example: begin beginner

Find the correct word from the list below to answer each question with a complete sentence. You must add an appropriate suffix to each word you use.

a)	How did you	ı feel about his <u>exoner</u>	ation?	
b)	What would	improve your existence	e?	·
c)	Should a pe	rson ever consider <u>div</u>	ulging a secret?	
d)	Should educ	cation be regulated by	the government ?	-
e)	When did th	e <u>incident</u> take place?		
f)	Will we nee	d an invitation to gain g	entry to the party?	-
g)	Were they a	attending to the instruc	tions?	
h)	Which is the	chosen date for the b	anquet?	
i)	Did he win b	by goading his horse?		-
j)	Which maga	azine was she <u>alluding</u>	to?	
k)	Do you thinl	k they <u>profited</u> from the	e experience?	-
I)	What did yo	u think of the deal he ;	proposed?	-
m)	Was a name	e <u>deleted</u> from this list	by mistake?	·
Wo	rd List:			
	acquit listen refer spur	glad prefer control	omit benefit offer	admit occur reveal

Nam	Spell It Plus!
	When using the prefixes dis and un, do not change the spelling of the root word. Example: agree disagree
sur	I the prefix <u>dis</u> or <u>un</u> to all the words in both the sentences and word list. Be to choose the correct prefix for each word. Then use one word from the d list to write your own ending for each sentence.
a)	They left the house guarded
b)	The judges had toqualify her entry
c)	Their two personalities were sosimilar
d)	His successor was stillnamed
e)	Her family had become used to herability
f)	The house was in a state ofarray
g)	She was sorry toillusion him
h)	He feltsatisfied with his work
i)	His reputation wasequaled
j)	She seemed to beconscious
Wo	rd List:necessaryhonorapproveknownagreenatural

_courage _common __earned

moved

Name

The **k** and **g** sounds are usually followed by **ant or ance** endings, as in **elegant and elegance**.

The **s** and **j** sounds are usually followed by **ent or ence** endings, as in **magnificent and magnificence**.



Circle the correct spelling of each word.

a) elegent ellegant eligant elegant b) magnificent magnifacent magnifiscent magnifisent

c) signifficant significant signeficent significent

d) absence abense absance abcense e) adolecents adolesence adolescence adolesents f) intellegent intelligent intelligant intelligant

g) arogant arrogent arragent arrogant h) referance reference referrence referanse i) brilliont brillient brilliant brilient

- j) abstinance abstinence abstanence abstenance
- k) diligent deligent diligient dilligent

nigligent negligent neglagant neglegant

- m) distrubance disturbence desturbence disturbance
- n) flooresent fluoresent florescint fluorescent

inocence innocense

r) extravigant extravegent

o) innacence

innocence

extravagant

extravegant

p) insistint insistent incistent

- q) performence performence performance
- u) tolerent tollerant tolerant

tolerient

s) divergant divergent devirgent devergant

t) complience complyance compliants compliance

Name	

The **able** suffix is used more often than the **ible** suffix. The **s** and **j** sounds are usually followed by **ible**.

Examples: irritable legible accessible



Write each word with the correct ending (-<u>ible</u> or -<u>able</u>). Write 16 sentences using at least two of the words per sentence.

b) access____ c) admir____ accept _____ a) d) admiss _____ e) avail____ f) contempt_____ i) dispos____ convert _____ h) digest_____ g) k) excit_____ l) incred_____ elig _____ j) inevit _____ n) irresist o) irrit m) q) permiss leg _____ r) plaus t) suscept_____ respons _____ s) 1) 2) 3) 4) 5) 6) 7) 8)

Answer Key

Page Seven

- a) eighty b) eighteen c) eighth d) fifteen
- e) fiftieth f) fifty g) forty h) fourteen i) fourth
- j) nineteenth k) ninety l) ninetieth

Page Eight

Answers will vary.

Page Nine

Answers will vary.

Page Ten

a) dollar b) fearful c) harbor d) cellar e) soccer f) pierce g) shears h) pioneer Bottom: color, flower, career, tier, sugar, disappear, humor, sphere, dreary, polar, merely, anchor

Page Eleven

- a) continuous, desirable b) hopeless, acutely
- c) sincerely, becoming d) valuable, arrival
- e) argument, likeness f) immediately, safety

Bottom: noticing, encouraging, desirability, movable, accusing, arrival, drizzling, having

Page Twelve

NORTH AFRICAN OSTRICH

Page Thirteen

- a) employer b) rejoice c) moisten d) royalty
- e) decoy f) exploit g) poise h) loyal i) void
- j) appoint k) boycott l) oyster m) anoint
- n) loiter

Page Fourteen

- a) shriek b) fiendish c) deceive d) belief
- e) piece f) relieve g) siege h) yield
- i) shield j) mischief k) fierce I) niece
- m) achieve n) brief o) chief p) receive
- q) hygiene

Page Fifteen

- a) sleigh b) height c) neither d) seize e) weird
- f) foreign g) beige h) freight i) veil j) neigh
- k) leisure I) weigh m) heir

Page Sixteen

Top: Answers can vary.

Add Plurals: enemies, families, companies,

mercies, policies, gypsies

Page Seventeen

Top: The safety pin Bottom: The zipper

Page Eighteen

- a) governor b) scholar c) semester
- d) passenger e) burglar f) equator
- g) refrigerator h) calculator i) muscular
- j) singular k) foreigner l) bachelor
- m) percolator n) predecessor o) vinegar
- p) carburetor q) murmur r) director
- s) prosecutor t) radiator

Page Nineteen

- a) abbreviation b) ambition c) description
- d) dietician e) distinction f) exemption
- g) expansion h) facial i) musician
- j) reception **Word List**: artificial, beneficial, conscious, crucial, gracious, precious, spacious, spatial, substantial, vicious Endings for sentences will vary.

Page Twenty

- a) acquittal b) gladden c) revealing
- d) controlled e) occurrence f) admittance
- g) listening h) preferred i) spurring j) referring
- k) benefited I) offered m) omitted Answers will vary on sentences.

Page Twenty-One

- a) unguarded b) disqualify c) dissimilar
- d) unnamed e) disability f) disarray
- g) disillusion h) dissatisfied i) unequaled
- j) unconscious **Word list:** unnecessary, dishonor, disapprove, unknown, disagree, unnatural, discourage, unmoved, unearned, uncommon Endings for sentences will vary.

Page Twenty-Two

- a) elegant b) magnificent c) significant
- d) absence e) adolescence f) intelligent
- g) arrogant h) reference i) brilliant
- j) abstinence k) diligent l) negligent
- m) disturbance n) fluorescent o) innocence p) insistent q) performance r) extravagant
- s) divergent t) compliance u) tolerant

Page Twenty-Three

- a) acceptable b) accessible c) admirable
- d) admissible e) available f) contemptible
- g) convertible h) digestible i) disposable
- j) eligible k) excitable l) incredible m) inevitable
- n) irresistible o) irritable p) legible
- q) permissible r) plausible s) responsible
- t) susceptible

Answers for sentences will vary.

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